

DESE Model Curriculum

GRADE LEVEL/UNIT TITLE: 9-12 CTE/Unit 7 Managing Life Transitions

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 7-MANAGING LIFE TRANSITIONS		SUGGESTED UNIT TIMELINE: 8 days				
This unit explores what happens when things change in your life as well as how the different developmental areas interact with one another.		CLASS PERIOD (min.): 50 minutes/daily				
ESSENTIAL QUESTIONS:						
1. How are life transitions managed?						
ESSENTIAL MEASURABLE LEARNING OBJECTIVES				CROSSWALK TO STANDARDS		
				CCTC.HU	CCTC	CCSS ELA Grade Level
1. Identify the different life transitions (positive and negative) that individuals and families go through during their life span.				SL.11-12.1.c SL.11-12.4 SL.11-12.5	12.2.4	1
2. Analyze the interrelatedness of physical, emotional, social, spiritual, and intellectual development to human development across the lifespan.				SL.11-12.1.c SL.11-12.4 SL.11-12.5	12.1.1 12.1.2	4
3. Analyze the role of family and social support systems in meeting human growth and development transitions throughout the life span.				SL.11-12.1.c SL.11-12.4 SL.11-12.5 RST.11-12.7 RST.11-12.9	6.1.6 12.3.3	4

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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 - Disability Research. Analyze a deficiency/disability in a specific developmental area (physical, social, emotional, spiritual, or intellectual) and explain the effects on the other developmental areas. Include community resources that would be able to assist someone with this disability. Research the deficiency/disability and present information to class. (PowerPoint Presentation Rubric, PowerPoint Presentation In Progress, Disability Research Directions)

SUMMATIVE ASSESSMENT - PowerPoint Presentation in Progress Worksheet

SUMMATIVE ASSESSMENT – Scoring Guide – PowerPoint Presentation 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	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.
1	2. INSTRUCTIONAL STRATEGY 2_Life Transitions PowerPoint: Teacher can use this PowerPoint as an instructional tool to lead a discussion on and instruct students about the life transitions.
1	3. INSTRUCTIONAL STRATEGY 3_Formative Assessment: Reflection Journal Objective 1 writing prompt.

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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> <p>Option #2: Use the anticipatory set question as a way to spark a conversation amongst the students.</p>
2	5. INSTRUCTIONAL STRATEGY 5_Interrelatedness of Developmental Areas: Lead a discussion on the interrelatedness of the different developmental areas. Use the prompts to promote discussion.
2	6. INSTRUCTIONAL STRATEGY 6_Formative Assessment: Reflection Journal Objective 2 writing prompt.
3	<p>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:</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	8. INSTRUCTIONAL STRATEGY 8_Support Systems: This assignment is designed for the students to recognize and identify the supports that are available in their communities to assist through various life events or transitions. (Support Systems Teacher Information, Support Systems Worksheet)
3	9. INSTRUCTIONAL STRATEGY 9_Formative Assessment: Reflection Journal Objective 3 writing prompt.
1,2,3	10. INSTRUCTIONAL STRATEGY 10_Summative Assessment - Disabilities Research Group Presentation, includes PowerPoint Presentation In-Progress and PowerPoint 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.

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1	2. INSTRUCTIONAL ACTIVITY 2_PowerPoint presentation on Life Transitions: Students would be expected to participate and provide relevant comments and questions related to the topic. Discussion on different life transitions (e.g. Job loss, disabling accidents, marriage, birth, divorce, victimization, death, moving, travel, retirement): 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.
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 and 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_Discussion on how the different developmental areas (intellectual, physical, social, and spiritual) interact and affect each other. Students would be expected to participate and provide relevant comments and questions related to the topic
2	6. INSTRUCTIONAL ACTIVITY 6_Formative Assessment: Reflection Journal Objective 2 writing prompt.
3	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.
3	8. INSTRUCTIONAL ACTIVITY 8_Identify local social support systems available to families and individuals managing life transitions. Research services offered and how they meet the needs of transitioning individuals and families. Discuss and identify family support systems. (Support Systems worksheet)
3	9. INSTRUCTIONAL ACTIVITY 9_Formative Assessment: Reflection Journal Objective 3 writing prompt.
1,2,3	10. INSTRUCTIONAL ACTIVITY 10_Summative Assessment - Disabilities Research Group Presentation, includes PowerPoint Presentation In-Progress and PowerPoint Presentation Rubric
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	

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

Coping with Life Transitions, accessed January 18, 2013 from http://www.mental-health-matters.com/index.php?option=com_content&view=article&id=931

Coping with Traumatic Events, accessed January 18, 2013 from <http://www.nimh.nih.gov/health/topics/coping-with-traumatic-events/index.shtml>

Social Readjustment Rating Scale, accessed January 18, 2013 from <http://www.simplypsychology.org/SRRS.html>

The relationship between physical, cognitive, and social development in humans, accessed January 18, 2013 from http://www.bukisa.com/articles/315520_the-relationship-between-physical-cognitive-and-social-emotional-development-in-humans

Red Cross, accessed January 18, 2013 from <http://www.redcross.org/>

Big Brothers, Big Sisters, accessed January 18, 2013 from <http://www.bbbs.org/site/c.9iILi3NGKhK6F/b.5962335/k.BE16/Home.htm>

Salvation Army, accessed January 18, 2013 from http://www.salvationarmy.com/usn/www_usn_2.nsf

YMCA, accessed January 18, 2013 from <http://ymca.net/>

Hospice, accessed January 18, 2013 from <http://hospicenet.org/index.html>

The Food Bank, accessed January 18, 2013 from <http://sharefoodbringhope.org/>

Meals on Wheels, accessed January 18, 2013 from <http://www.mowaa.org/>

National Association of Area Agencies on Aging, accessed January 18, 2013 from <http://www.n4a.org/>

Parents as Teachers, accessed January 18, 2013 from <http://www.parentsateachers.org/>

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>

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

Resources@MCCE - E TSS 36.1 - A Young Mind in a Growing Brain - Jerome Kagan and Norbert Herschkowitz, MAHWAH, NJ, LAWRENCE ERLBAUM ASSOCIATES, 2005. The authors summarize some initial conclusions that follow simultaneous examination of the psychological milestones of human development during its first decade and what has been learned about brain growth. This volume proposes that development is the process of experience working on a brain that is undergoing significant biological maturation. Experience counts, but only when the brain has developed to the point of being able to process, encode, and interact with these new environmental experiences.

Resources@MCCE - CS 20.0106 B65 - Family and Individual Health - Jeanette Brown, Regina Rainey, Jane Wolff, Victoria Shahan, COLUMBIA, MO, INSTRUCTIONAL MATERIALS LABORATORY, 1999. This curriculum guide is the third in a series featuring critical-thinking activities and practical problem-solving assessment ideas. The guide includes 4 process skills aligned to the Missouri Show-Me standards and 10 content modules aligned to the Missouri Show-Me Standards, FACS National Standards, and the National Health Education Standards. Content units cover topics such as Promoting Individual Wellness, Enhancing Human Growth and Development, Promoting Nutritional Health, Maintaining a Safe Environment, and Accessing Health-Related Information.