



Wolcott Public Schools

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**High School Curriculum
Individual and Family Development
UConn ECE
Grades 11-12**



Children are our Future...

Acknowledgements

Curriculum Writers:

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We acknowledge and celebrate the professionalism, expertise, and diverse perspectives of these teachers. Their contributions to this curriculum enrich the educational experiences of all Wolcott students.

Mr. Frank Purcaro
Director of Curriculum and Professional Development

Date of Presentation to the Board of Education: Sept. 10, 2015

UConn ECE Individual and Family Development

Individual and Family Development

Mission Statement:

The mission of the Wolcott Public Schools is to promote the academic, social, and emotional development of all students to become contributing members of the global community.

Departmental Philosophy:

Family and Consumer Sciences is an educational discipline based on the family and on the relationship between work and the family. The mission of the family and consumer sciences education program is to empower people to effectively manage emerging life issues by applying skills, analyzing options, and strengthening interpersonal competencies through an interrelated curriculum. Participation in the program enables students to develop skills to manage their own personal, family, and careers lives, and develop insights into the interaction within families and the relationship of work and family. Family and consumer sciences education applies academic learning to hands-on application and should be an integral part of the education to adulthood.

Course Description:

This college level course is highly recommended for students who are preparing for careers in education, human services, psychology, family studies, social work, and health occupations. Admission is based on academic performance, attendance, and citizenship. It is an introduction to the general study of human development from conception through old age. The course examines physical, intellectual, social, and emotional growth across the life span, emphasizing that development results from the interdependence of these areas at every stage. The course requires 40 hours beyond the classroom which could include an internship/extended learning experience. Students will have the opportunity to apply for college credit in the UConn Early College Experience Program. Prerequisite: B or better in English Level 1 and/or teacher recommendation. Enrollment Capacity: 20 Summer Assignments may be required. Course Eligibility Guideline: Successful completion of two years of English/Language Arts, one year of social studies and one year of science, or instructor consent is required.

Individual and Family Development

Content Standard: 5.1: Analyze principles of human growth and development across the life span **5.2:** Analyze conditions that influence human growth and development **5.3:** Analyze strategies that promote growth and development across the life span **5.4:** Analyze the impact of family as a **system** on individuals and society

<i>Performance Standards</i>	<i>Sample Activities</i>	<i>Assessment Strategies</i>	<i>Resources</i>
<p>Unit 1: Perspectives on Individual and Family Development Chapter 1</p> <p>* Introduce the psychosocial approach, including the interrelationships among the biological, psychological, and societal systems.</p> <p>* Demonstrate how the concepts of psychosocial theory contribute to an analysis of basic processes that foster or inhibit development over the life span.</p> <p>* Review the basics of seven major theories that have guided research in the study of human development.</p>	<p>Answer these Essential Questions:</p> <ol style="list-style-type: none"> How does the interaction of the biological, psychological, and societal systems impact development of individuals and families? How does each theory implicate the study of individual and family development? <p>Lecture: Traditional Versus Life-Span Approach to the Study of Development</p> <p>Lecture: The Concept of Development and Interaction</p> <p>Personal Application: The Influence of Nature versus Nurture in Your Own Life</p> <p>Personal Application: Erik Erikson and You</p> <p>Personal Application: Do I Look like a Pigeon?</p> <p>Classroom Activity: Theoretical Perspectives</p> <p>Classroom Activity: Psychological Theories and Methods and Everyday Information and You</p>	<ul style="list-style-type: none"> Analyze “Homeless to Harvard” (Concepts: Socioeconomic Development and Success; Nature vs. Nurture) Chapter Review/Quiz: Key Terms/Concept/People/Study Guide Activities/Writing Reflections/Monthly Journal 	<p>Texts: *<i>Life Span Development, 15th Edition</i> - John W. Santrock ~and~ *<i>Study Guide, 12th Edition</i> (All Units)</p> <p>Instructor Manual</p> <p>*<i>The Dionne Years A Thirties Melodrama</i> - Pierre Berton</p> <p>DVD: “Homeless to Harvard”</p> <p>youtube.com *<i>Dionne Quints Capture the World</i> *<i>The Dionne Quintuplets</i> *<i>Erikson’s Stages of Psychosocial Development</i></p>

Individual and Family Development

Content Standard: 2.1: Demonstrate an understanding of management processes of individual and family resources, including food, clothing, shelter, health care, recreation, and transportation **2.6:** Demonstrate management of financial resources to meet the goals of individuals and families across the life span **5.1:** Analyze principles of human growth and development across the life span **5.4:** Analyze the impact of family as a system on individuals and society

<i>Performance Standards</i>	<i>Sample Activities</i>	<i>Assessment Strategies</i>	<i>Resources</i>
<p>Unit 2: <i>Pregnancy and Prenatal Development</i></p> <p>Chapters 2, 3</p> <p>*Identify the contributions of genetic factors to individuality.</p> <p>*Trace fetal development through three trimesters of pregnancy.</p> <p>*Describe the birth process and factors contributing to infant mortality.</p> <p>*Examine the impact of culture on pregnancy and childbirth.</p> <p>*Analyze principles of human growth and development across the life span.</p> <p>*Analyze the impact of the family as a system on individuals and society.</p>	<p>Essential Question:</p> <ol style="list-style-type: none"> 1. During conception and pregnancy, how do genetics, actions and lifestyles of the mother and father affect the developing fetus? 2. Both heredity and environment influence individual differences in personal traits and development. <p>Lecture: Three Laws of Behavior Genetics</p> <p>Lecture: Dangers of Drug Use during Pregnancy</p> <p>Classroom Activity: Principles of Genetic Transmission</p> <p>Classroom Activity 1: Killing Me Softly: Banning Smoking in Homes with Pregnant Women and Children</p> <p>Personal Application: All in the Family</p> <p>Research Project 1: Heritability of Height</p>	<ul style="list-style-type: none"> • Continue – “Homeless to Harvard” analysis: Concepts: Genotype Correlations; Heredity and Giftedness • Trimester Development – Emotional Timeline • Adoption Around the World • Pregnancy Scenarios: Analyze/Predict responses to unique pregnancy situations across the “reproductive life-span” • Adoptions Around the World – Research Project • Chapter Review/Quiz: Key Terms/ Concepts/People/Study Guide Activities/Writing Reflections/ Monthly Journal 	<p>Texts:</p> <p>*<i>Life Span Development, 15th Edition</i> - John W. Santrock ~and~ <i>Study Guide, 12th Edition</i> (All Units)</p> <p>Instructor Manual</p> <p>DVD: <i>Heredity and Environment</i></p> <p>youtube.com *<i>A China Adoption Story</i> *<i>Russian Adoption Gone Wrong</i> *<i>Cracking the Code on Life</i></p> <p>discoveryeducation.com *<i>Understanding Identical Twins</i></p> <p>Guest Speaker: <i>Midwife</i></p>

Individual and Family Development

Content Standard: 2.1: Demonstrate an understanding of management processes of individual and family resources, including food, clothing, shelter, health care, recreation, and transportation **2.6:** Demonstrate management of financial resources to meet the goals of individuals and families across the life span **3.1:** Analyze functions and expectations of various types of relationships **3.2:** Analyze personal needs and characteristics and their impact on interpersonal relationships **5.1:** Analyze principles of human growth and development across the life span **5.4:** Analyze the impact of family as a system on individuals and society

<i>Performance Standards</i>	<i>Sample Activities</i>	<i>Assessment Strategies</i>	<i>Resources</i>
<p>Unit 3: The First Two Years Chapters 4, 5, 6</p> <p>*Identify important milestones in the maturation of the sensory and motor systems.</p> <p>*Define social attachment as process through which infants develop strong emotional bonds with others.</p> <p>*Examine the nature of emotional development, including emotional differentiation, the interpretations of emotions, and emotional regulation.</p> <p>*Evaluate the critical role of parents/caregivers during infancy.</p>	<p>Essential Questions:</p> <ol style="list-style-type: none"> 1. What is the critical role of the family in the development of the individual? 2. What are the physical, social, emotional, and intellectual maturation processes and their impact on infants and their caregivers? 3. How does the critical role of the parent/caregiver during infancy affect the total development? <p>Lecture: Sudden Infant Death Syndrome Lecture: The Effects of Malnutrition Lecture: Why Can't We Remember Events from Our Early Childhood?</p> <p>Classroom Activity: Toy Story: How Cognitively Stimulating Are Children's Toys? Classroom Activity 2: Baby in a Box</p> <p>Personal Application: The Big Debate Personal Application: Remember When...</p>	<ul style="list-style-type: none"> • Infant Sensory Activities • Secret of a Wild Child • Toy Analysis • Infant Temperament • Autobiography • Child Care Prezi • Chapter Review/Quiz: Key Terms/ Concepts/People/Study Guide Activities/Writing Reflections/ Monthly Journal 	<p>Texts: <i>*Life Span Development, 15th Edition</i> - John W. Santrock ~and~ <i>Study Guide, 12th Edition</i> (All Units)</p> <p>Instructor Manual</p> <p>DVD: <i>Babies</i></p> <p>youtube.com <i>*The Baby Bond, Meant to be Held</i> <i>*Language for Learning, Infants and Toddlers</i> <i>*Science Bulletins: Attachment Theory - Understanding the Essential Bond</i> <i>*Secure, Insecure, Avoidant, and Ambivalent Attachment in Mothers and Babies</i></p>

Individual and Family Development

Content Standard: 5.2: Analyze conditions that influence human growth and development **5.3:** Analyze strategies that promote growth and development across the life span **5.4:** Analyze the impact of family as a system on individuals and society

<i>Performance Standards</i>	<i>Sample Activities</i>	<i>Assessment Strategies</i>	<i>Resources</i>
<p>Unit 4: Toddlerhood and Preschool Chapter 7</p> <p>*Describe the expansion of physical skills indicating the importance of a stimulating environment.</p> <p>*Document accomplishments in language development.</p> <p>*Examine the development of self-control, highlighting strategies children use to help them regulate their actions.</p> <p>*Apply a psychosocial analysis to the topic of childcare, emphasizing the impact of the nature and quality of care on development.</p>	<p>Essential Questions:</p> <ol style="list-style-type: none"> 1. How do broad social systems within society affect the unique organizational complexities of the family? 2. What are the physical, social, emotional, and intellectual maturation processes and their impact on toddlers and preschoolers and their caregivers? 3. How does the critical role of the parent/caregiver during toddlerhood and preschool affect the total development? <p>Lecture: Teaching Toddlers to Draw Lecture: The State of Illness and Health in Your State Lecture: The Benefits of Being Wrong</p> <p>Classroom Activity: What Should Parents Tell Their Seriously Ill Child? Classroom Activity: Children’s Readiness to Read</p> <p>Personal Application: Tag, You’re It! Personal Application: Have It Your Way</p>	<ul style="list-style-type: none"> • “Have it Your Way”- fast food letter • Physical Activities in toddlers • Chapter Review/Quiz: Key Terms/ Concepts/People/Study Guide Activities/Writing Reflections/ Monthly Journal 	<p>Texts: <i>*Life Span Development, 15th Edition</i> - John W. Santrock ~and~ <i>Study Guide, 12th Edition</i> (All Units)</p> <p>Instructor Manual</p> <p>DVD: <i>Million Dollar Babies</i> (Dionne Quintuplets)</p> <p>youtube.com <i>*Still Face Experiment: Dr. Edward Tronick</i> <i>*Piaget’s Stages of Development</i> <i>*Erik Erikson’s Stages of Development</i></p>

Individual and Family Development

Content Standard: 3.1: Analyze functions and expectations of various types of relationships **3.2:** Analyze personal needs and characteristics and their impact on interpersonal relationships **3.3:** Demonstrate communication skills that contribute to positive relationships **3.4:** Evaluate effective conflict prevention and management techniques

<i>Performance Standards</i>	<i>Sample Activities</i>	<i>Assessment Strategies</i>	<i>Resources</i>
<p>Unit 5: Early Childhood Chapter 8</p> <p>*Consider social expectations for school readiness.</p> <p>*Describe the process of gender identification during early school age.</p> <p>*Explore the transition to more complex group play and the process of friendship development in the early school age years.</p>	<p>Essential Questions:</p> <ol style="list-style-type: none"> 1. What new opportunities and challenges are presented throughout the life span? 2. What new opportunities and challenges are presented in Early Childhood? <p>Lecture: The Study of Gender: Individual Differences and Social Context Approaches</p> <p>Lecture: How Do Parents Teach Their Children Prosocial Behavior?</p> <p>Classroom Activity: Do Parents Really Treat Boys and Girls Differently?</p>	<ul style="list-style-type: none"> • Do Parents treat boys and girls different essay • TV show analysis • Chapter Review/Quiz: Key Terms/ Concepts/People/Study Guide Activities/Writing Reflections/ Monthly Journal • Midterm Exam, Chapters 1-8 • Research Project: Discipline in Early Childhood: To Spank or Not to Spank During the Terrible Twos, Threes, Fours, Fives... Twenties, Thirties, Etc... 	<p>Texts: *<i>Life Span Development, 15th Edition</i> - John W. Santrock ~and~ *<i>Study Guide, 12th Edition</i> (All Units)</p> <p>Instructor Manual</p> <p>youtube.com *<i>Growing Minds Cognitive Development in Early Childhood</i> *<i>Maria Montessori; Learning for Life – Countryside Montessori</i> *<i>High Scope</i> * <i>Reggio Emilia</i> *<i>Cottonwood Reggio Program Vail, AZ</i></p>

Individual and Family Development

Content Standard: 3.1: Analyze functions and expectations of various types of relationships **3.2:** Analyze personal needs and characteristics and their impact on interpersonal relationships **3.3:** Demonstrate communication skills that contribute to positive relationships **3.4:** Evaluate effective conflict prevention and management techniques **4.1:** Learn about leadership as it affects individuals, organizations, and systems in relationship to individual, family, community, and career development

<i>Performance Standards</i>	<i>Sample Activities</i>	<i>Assessment Strategies</i>	<i>Resources</i>
<p>Unit 6: Middle Childhood Chapters 9, 10</p> <p>*Describe the development of concrete operational thought and to examine various learning styles.</p> <p>*Describe a new level in complexity in play as children become involved in team sports and athletic competition.</p> <p>*Explore the impact of media and violence on development.</p>	<p>Essential Questions:</p> <ol style="list-style-type: none"> 1. What are the factors that promote personal satisfaction and subjective well-being across the life span? 2. What is the critical role of the family in the development of the individual? 3. How do broad social systems within society affect the unique organizational complexities of the family? 4. How does the identification of an individual's learning styles affect the success or failure in school? <p>Lecture: The Long-Term Consequences of Childhood Obesity Lecture: ADHD—An Intolerance for Childhood Playfulness Lecture: Is Being a Child Prodigy a Blessing or a Curse?</p> <p>Classroom Activity 3: Test Anxiety: A Visit with Teachers</p> <p>Personal Application 2: Remember the Time...</p>	<ul style="list-style-type: none"> • Environmental influences of literacy • Sternberg's Triarchic Theory • Gender Roles and Television Analysis • Chapter Review/Quiz: Key Terms/ Concepts/People/Study Guide Activities/Writing Reflections/ Monthly Journal 	<p>Texts: <i>*Life Span Development, 15th Edition</i> - John W. Santrock ~and~ <i>Study Guide, 12th Edition</i> (All Units)</p> <p>Instructor Manual</p> <p>youtube.com <i>*Friendships and Play in Middle Childhood Across Cultures</i> <i>*Autism Survival Manual</i> <i>*Asperger's Famous People</i></p> <p><i>Howard Gardener's Multiple Intelligence</i></p> <p><i>Kohlberg Theory of Moral Development</i></p>

Individual and Family Development

Content Standard: 1.1: Analyze strategies to manage multiple individual, family, career, and community roles and responsibilities **3.1:** Analyze functions and expectations of various types of relationships **3.3:** Demonstrate communication skills that contribute to positive relationships **3.4:** Evaluate effective conflict prevention and management techniques **4.1:** Learn about leadership as it affects individuals, organizations, and systems in relationship to individual, family, community, and career development **5.1:** Analyze principles of human growth and development across the life span **5.5:** Demonstrate appreciation for diverse perspectives, needs, and characteristics of individuals and families

<i>Performance Standards</i>	<i>Sample Activities</i>	<i>Assessment Strategies</i>	<i>Resources</i>
<p>Unit 7: Adolescence Chapters 11, 12</p> <p>*Describe the patterns of physical maturation during puberty, including an analysis of the impact of early and late maturing on self-concept and social relationships.</p> <p>*Examine patterns of emotional development in early adolescence, including examples of emotional disorders such as, eating disorders, delinquency, and depression.</p> <p>*Review the patterns of adolescent alcohol and drug use.</p> <p>*Examine the concept of autonomy from parents and the conditions under which it is likely to be achieved.</p> <p>*Analyze the process of career choice, with attention to education and gender-role socialization as two major influential factors.</p>	<p>Essential Questions:</p> <ol style="list-style-type: none"> 1. How do the patterns of physical, social, emotional, and intellectual maturation of adolescents impact self-concept, relationships, emotional disorders, alcohol and drug use, and autonomy from parents? 2. How are adolescent problems interrelated? 3. Why are the transitions to middle school and to high school marked by both positives and negatives? <p>Classroom Activity: Defining Adolescence</p> <p>Classroom Activity: Societal Influence on the Stage of Adolescence</p> <p>Lecture Suggestion 1: Myths About Puberty</p> <p>Lecture: The Development of Homosexuality</p> <p>Lecture: Teenage Pregnancy and Trends in Teenage Births</p>	<ul style="list-style-type: none"> • Chapter Review/Quiz: Key Terms/ Concepts/People/Study Guide Activities/Writing Reflections/ Monthly Journal • Media on Body Image analysis project • Underage alcohol and drug abuse research project • Suicide and teens class discussion • Poster Topics 	<p>Texts: *<i>Life Span Development, 15th Edition</i> - John W. Santrock ~and~ <i>Study Guide, 12th Edition</i> (All Units)</p> <p>Instructor Manual</p> <p>DVD: <i>A Child's Mind</i> (moral development)</p> <p>youtube.com *<i>Dr. Kohlberg's Theory of Moral Development</i> *<i>Heinz Dilemma – Kohlberg's Stages of Moral Development</i></p> <p><i>Worksheets:</i> <i>Characteristics of the 13-16 year old</i></p> <p><i>Teen Magazine Covers</i></p>

Individual and Family Development

Content Standard: 1.1: Analyze strategies to manage multiple individual, family, career, and community roles and responsibilities **2.1:** Demonstrate an understanding of management processes of individual and family resources, including food, clothing, shelter, health care, recreation, and transportation **3.1:** Analyze functions and expectations of various types of relationships **3.2:** Analyze personal needs and characteristics and their impact on interpersonal relationships **3.3:** Demonstrate communication skills that contribute to positive relationships **3.4:** Evaluate effective conflict prevention and management techniques **4.1:** Learn about leadership as it affects individuals, organizations, and systems in relationship to individual, family, community, and career development **5.5:** Demonstrate appreciate for diverse perspectives, needs, and characteristics of individuals and families **5.5** Demonstrate appreciation for diverse perspectives, needs, and characteristics of individuals and families

<i>Performance Standards</i>	<i>Sample Activities</i>	<i>Assessment Strategies</i>	<i>Resources</i>
<p>Unit 8: Early Adulthood Chapters 13, 14</p> <p>*Analyze the process of forming intimate relationships, including identifying and committing to a long-term relationship, and the challenges one faces in adjusting to the early years of marriage.</p> <p>*Describe the factors associated with the decision to have children and the impact of child rearing on the parental relationship.</p> <p>*Examine the concept of lifestyle with consideration for the pace of life, balancing family and work demands, building a supportive social network, and adopting practices to promote health and fitness.</p>	<p>Essential Questions:</p> <ol style="list-style-type: none"> Why are there many opportunities and challenges that will alter the face of the life span that must be considered in early adulthood? How can the forming of intimate and long term relationships; adjusting to the early years of marriage; the decision to have/not to have and raise children; the development of a supportive social network; and the balancing of work and family alter life? <p>Lecture: Obesity</p> <p>Classroom Activity: Body Perception</p> <p>Personal Application: Stretch, 2, 3, 4...</p> <p>Research Project 1: College Students and the Use of Alcohol</p>	<ul style="list-style-type: none"> • Chapter Review/Quiz: Key Terms/ Concepts/People/Study Guide Activities/Writing Reflections/ Monthly Journal ○ Analyze: • *"The Meaning of Life" • *What would your middle-age years look like?" (concepts: Ch.13) • *Guess Who's Coming to Dinner? (Analyze based on the following concepts: Social Conventional Reasoning; Attraction; The Faces of Love; Attachment Styles • "Divorce Scenarios" Exercise: Evaluate cases based on pathways of E. Mavis Hetherington's research • AIDS in your community report • Cultures and Marriage Project 	<p>Texts:</p> <p><i>*Life Span Development, 15th Edition</i> - John W. Santrock ~and~ <i>Study Guide, 12th Edition</i> (All Units)</p> <p>Instructor Manual</p> <p>DVD: <i>Guess Who's Coming to Dinner?</i></p> <p>Computer lab</p>

Individual and Family Development

Content Standard: 1.1: Analyze strategies to manage multiple individual, family, career, and community roles and responsibilities **2.1:** Demonstrate an understanding of management processes of individual and family resources, including food, clothing, shelter, health care, recreation, and transportation **2.5:** Describe the interrelationships between economic system and consumer actions **2.6:** Demonstrate management of financial resources to meet the goals of individuals and families across the life span **3.1:** Analyze functions and expectations of various types of relationships **3.2:** Analyze personal needs and characteristics and their impact on interpersonal relationships **3.3:** Demonstrate communication skills that contribute to positive relationships **3.4:** Evaluate effective conflict prevention and management techniques **4.1:** Learn about leadership as it affects individuals, organizations, and systems in relationship to individual, family, community, and career development **5.4:** Analyze the impact of family as a system on individuals and society **5.5:** Demonstrate appreciation for diverse perspectives, needs, and characteristics of individuals and families

<i>Performance Standards</i>	<i>Sample Activities</i>	<i>Assessment Strategies</i>	<i>Resources</i>
<p>Unit 9: Middle Adulthood Chapters 15, 16</p> <p>*Analyze divorce as a life stressor, including factors contributing to it and its effect on family members.</p> <p>*Examine the world of work focusing on interpersonal demands, possible career changes, and the interaction of work and family life.</p> <p>*Examine the process of maintaining a vital intimate relationship in middle adulthood, especially a commitment to growth, effective communication, and creative use of conflict.</p> <p>*Describe the expansion of caring in middle adulthood as it applies to two specific roles: that of parent and that of an adult child caring for one's aging parents.</p> <p>*Analyze the broad range of tasks required for the effective management of the household and the impact on family members.</p>	<p>Essential Questions:</p> <ol style="list-style-type: none"> 1. How are mid-life physical changes impacted by both environment and genetics? 2. Why is the midlife transition of women a significant marker in the life span? 3. Why do middle adults take inventory of the most significant parts of their lives, and make changes according to their prognosis for future happiness? 4. How can positive and/or negative changes in close relationships during this time period be attributed to divorce, the empty nest, and grand parenting? <p>Lecture: Gender Differences in Health and the Effect of SES</p> <p>Classroom Activity: Type A Behavior Pattern</p> <p>Classroom Activity: Menopause</p>	<ul style="list-style-type: none"> • Chapter Review/Quiz: Key Terms/ Concepts/People/Study Guide Activities/Writing Reflections/ Monthly Journal • “What would your middle years look like?” (predictions based on concepts from chapters 15/16) • Middle Age prediction essay • Middle Aged heroes reflection essay • Interviews 	<p>Texts: *<i>Life Span Development, 15th Edition</i> - John W. Santrock ~and~ <i>Study Guide, 12th Edition</i> (All Units)</p> <p>Instructor Manual</p> <p>youtube.com *<i>Middle Adulthood: 5 part series</i></p> <p>Guest Speaker 2 middle aged men 2 middle aged women</p>

Individual and Family Development

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<i>Performance Standards</i>	<i>Sample Activities</i>	<i>Assessment Strategies</i>	<i>Resources</i>
<p>Unit 10: Late Adulthood</p> <p>Chapters 17, 18, 19</p> <p>*Explore the construct of life satisfaction in later adulthood and factors associated with subjective well-being.</p> <p>*Examine the process of redirecting energy to new roles and activities with special focus on role gain, such as grandparenthood; role loss, such as widowhood; and new opportunities for leisure.</p>	<p>Essential Questions:</p> <ol style="list-style-type: none"> 1. There are how many biological theories of aging? 2. Why are changes in sensory acuity found in most people in this age group? 3. Why are chronic diseases common in late adulthood? 4. Why have health and happiness in late adulthood been found to be linked to activity, exercise, and diversity of lifestyle? <p>Lecture: Trait Versus Stage Theories—Is There a Way to Sort Things Out?</p> <p>Lecture: Men’s Psychological Health</p> <p>Lecture: Parent Care in the Context of Women’s Multiple Roles</p> <p>Classroom Activity: Women in the Workforce</p> <p>Personal Application: My Hero</p>	<ul style="list-style-type: none"> • Chapter Review/Quiz: Key Terms/ Concepts/People/Study Guide Activities/Writing Reflections/ Monthly Journal • Internet Project: “Dealing with Alzheimer Disease” • “I’m Not Old, I’m “Chronologically Challenged!” essay • Retirement Speech • Poverty and the elderly report 	<p>Texts:</p> <p>*Life Span Development, 15th Edition - John W. Santrock ~and~ Study Guide, 12th Edition (All Units)</p> <p>Instructor Manual</p> <p>discoveryeducation.com “<i>Inquiring Minds, The Aging Process</i>”</p> <p>“What is it really like to grow old?” (Blogs on Aging – predict life span periods based on responses)</p> <p>Worksheets: Facts on Aging</p>

Individual and Family Development

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<i>Performance Standards</i>	<i>Sample Activities</i>	<i>Assessment Strategies</i>	<i>Resources</i>
<p>Unit 11: Very Old Age</p> <p>Chapter 20</p> <p>*Explore the construct of life satisfaction in later adulthood and factors associated with subjective well-being.</p> <p>*Examine the process of redirecting energy to new roles and activities with special focus on role gain, such as grandparenthood; role loss, such as widowhood; and new opportunities for leisure.</p>	<p>Essential Questions:</p> <ol style="list-style-type: none"> 1. How do the culminating life experiences affect the attitude of the individual in Very Old Age? 2. How do cultural death systems serve certain important functions? 3. Why do people make earlier choices to deal with decisions affecting their medical care in the event of a catastrophic illness or accident? 4. Why do people experience different attitudes toward death based on their stage in the life span? <p>Lecture: Defining Brain Death</p> <p>Lecture: Hospice</p> <p>Lecture: When You Go to Hospice but Don't Die: Humorist Art Buchwald</p>	<ul style="list-style-type: none"> • Chapter Review/Quiz: Key Terms/ Concepts/People/Study Guide Activities/Writing Reflections/ Monthly Journal • Coping with the death of a loved one • Discussion on living one's life to the fullest • Final Exam, Chapters 9-20 	<p>Texts:</p> <p>*Life Span Development, 15th Edition - John W. Santrock ~and~ Study Guide, 12th Edition (All Units)</p> <p>Instructor Manual</p> <p><i>10 Bizarre Death Rituals From Around the World</i></p> <p>yourememberthat.com <i>Funny clips on Aging</i> (expose students to the lighter side of the aging process)</p> <p>Field Trip: Local Hospice</p> <p>Guest Speaker: Funeral Director</p>

Individual and Family Development

Pacing Guide

UNIT PLANS	WEEKS
Unit 1: Perspectives on Individual and Family Development Textbook Section 1 – <i>The Life Span Perspective</i> ; Introduction; Chapter 1	4
Unit 2: Pregnancy and Prenatal Development Textbook Section 2 – <i>Beginnings</i> ; Chapters 2, 3	3
Unit 3: The First Two Years Textbook Section 3 – <i>Infancy</i> ; Chapters 4, 5, 6	3
Unit 4: Toddlerhood and Preschool Textbook Section 4 – <i>Early Childhood</i> ; Chapter 7	3
Unit 5: Early Childhood Textbook Section 4 – <i>Early Childhood</i> ; Chapter 8	3
Unit 6: Middle Childhood Textbook Section 5 – <i>Middle and Late Childhood</i> ; Chapters 9, 10	4
Unit 7: Adolescence Textbook Section 6 – <i>Adolescence</i> ; Chapters 11, 12	5
Unit 8: Early Adulthood Textbook Section 7 – <i>Early Adulthood</i> ; Chapters 13, 14	5
Unit 9: Middle Adulthood Textbook Section 8 – <i>Middle Adulthood</i> ; Chapters 15, 16	4
Unit 10: Later Adulthood Textbook Section 9 – <i>Late Adulthood</i> ; Chapters 17, 18, 19	3
Unit 1: Very Old Age Textbook Section 10 – <i>Endings</i> ; Chapter 20	3

Individual and Family Development

Essential Questions

- How does the interaction of the biological, psychological, and societal systems impact the development of individuals and families?
- What new opportunities and challenges are presented throughout the life span?
- What are the factors that promote personal satisfaction and subjective well-being across the life span?
- What is the critical role of the family in the development of the individual?
- How does each theory implicate the study of individual and family development?
- During conception and pregnancy, how do genetics, actions, and lifestyle of the mother and father affect the developing fetus?
- What is the physical, social, emotional, and intellectual maturation process, and how does it impact infants and their caregivers?
- How does the critical role of the parent/caregiver during infancy effect the total development?
- What is the physical, social, emotional, and intellectual maturation process and how does it impact toddlers, preschoolers, and their caregivers?
- How does the critical role of the parent/caregiver during toddlerhood and preschool effect the total development?
- What new opportunities and challenges are presented in Early Childhood?
- How does the identification of an individual's learning styles affect their success or failure in school?
- How do friendships affect a child's social and emotional development?
- How does the exposure to violence and media affect the developing child?
- How do you clarify the role of friendships as they relate to the norms and pressures of peer groups?
- What are the physical, social, emotional, and intellectual maturation processes, and what impact do they have on adolescents?
- What factors need to be considered in forming intimate relationships, and balancing work and family demands in Early Adulthood?
- What are the factors that promote life satisfaction and subjective well-being in Later Adulthood?
- What are the major factors that contribute to longevity?
- How do culminating life experiences affect the attitude of the individual in Very Old Age?

Individual and Family Development

Skills Objectives

- ❖ Introduce the psychosocial approach, including the interrelationships among the biological, psychological, and societal systems.
- ❖ Demonstrate how the concepts of psychosocial theory contribute to an analysis of basic processes that foster or inhibit development over the life span.
- ❖ Review the basics of seven major theories that have guided research in the study of human development.
- ❖ Identify the contributions of genetic factors to individuality.
- ❖ Trace fetal development through three trimesters of pregnancy.
- ❖ Describe the birth process and factors contributing to infant mortality.
- ❖ Examine the impact of culture on pregnancy and childbirth.
- ❖ Identify important milestones in the maturation of the sensory and motor systems.
- ❖ Define social attachment as process through which infants develop strong emotional bonds with others.
- ❖ Examine the nature of emotional development, including emotional differentiation, the interpretations of emotions, and emotional regulation.
- ❖ Evaluate the critical role of parents/caregivers during infancy.
- ❖ Describe the expansion of physical skills indicating the importance of a stimulating environment as it relates to self-assertion and mastery.
- ❖ Examine the development of self-control, highlighting strategies children use to help them regulate their actions.
- ❖ Apply a psychosocial analysis to the topic of childcare, emphasizing the impact of the nature and quality of care on development.
- ❖ Describe the process of gender identification during early school age.
- ❖ Explore the transition to more complex group play and the process of friendship development in the early school age years.
- ❖ Describe the patterns of physical maturation during puberty, including an analysis of the impact of early and late maturing on self-concept and social relationships.
- ❖ Examine patterns of emotional development in early adolescence, including examples of emotional disorders such as, eating disorders, delinquency, and depression.
- ❖ Review the patterns of adolescent alcohol and drug use.
- ❖ Examine the concept of autonomy from parents and the conditions under which it is likely to be achieved.
- ❖ Analyze the process of career choice, with attention to education and gender-role socialization as two major influential factors.
- ❖ Analyze the process of forming intimate relationships, including identifying and committing to a long-term relationship, and the challenges one faces in adjusting to the early years of marriage.
- ❖ Describe the factors associated with the decision to have children and the impact of child rearing on the parental relationship.
- ❖ Examine the concept of lifestyle with consideration for the pace of life, balancing family and work demands, building a supportive social network, and adopting practices to promote health and fitness.
- ❖ Analyze divorce as a life stressor, including factors contributing to it and its effect on family members.
- ❖ Examine the process of maintaining a vital intimate relationship in middle adulthood, especially a commitment to growth, effective communication and creative use of conflict.
- ❖ Describe the expansion of caring in middle adulthood as it applies to two specific roles; that of parent and that of an adult child caring for one's aging parents.
- ❖ Examine the process of redirecting energy to new roles and activities with special focus on role gain, such as grandparenthood; role loss, such as widowhood; and new opportunities for leisure.

Individual and Family Development

Assessments

[That are aligned to the curriculum – this will be done through the data teams throughout the year – no need to do them now, I just wanted to let you know where they will go in the curriculum, as we complete them. Thank you.]