TRUMBULL PUBLIC SCHOOLS

Trumbull, Connecticut

HONORS / EARLY COLLEGE EXPERIENCE INDIVIDUAL & FAMILY DEVELOPMENT
Grades 11-12
Family & Consumer Sciences Department

2018

Curriculum Writing Team

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Honors / Early College Experience Individual & Family Development
Grades 11-12
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The Trumbull Board of Education will continue to take Affirmative Action to ensure that no persons are discriminated against in any of its programs.

CORE VALUES AND BELIEFS

The Trumbull High School community engages in an environment conducive to learning which believes that all students will **read and write effectively**, therefore communicating in an articulate and coherent manner. All students will participate in activities **that present problem-solving through critical thinking**. Students will use technology as a tool applying it to decision making. We believe that by fostering self-confidence, self-directed and student-centered activities, we will promote **independent thinkers and learners**. We believe **ethical conduct** to be paramount in sustaining the welcoming school climate that we presently enjoy.

Approved 8/26/2011

INTRODUCTION & PHILOSOPHY

Honors / Early College Experience Individual & Family Development is a college-level course whose primary focus is human development throughout the lifespan, with emphasis upon the family as a primary context. In particular, the course emphasizes the developing individual within the context of the family system and the changes that occur in family systems over time. This introduction to the field of family development is particularly helpful for those considering a career in education, medicine, psychology, or social work.

A 40-hour internship is a course requirement. Over the course of the school year, students will participate in and be involved in examining real-life situations of families. In addition, students will be actively engaged in evaluating outcomes of family processes on individual development as well as individual experiences that impact a family's life course. Through observations, field trips, guest speakers, and community involvement, the internship is an integral part of the course.

Since the course meets the standards of a general education course (HDFS 1070) at the University of Connecticut, Trumbull High students can earn three college credits for successful completion of the course.

COURSE GOALS

The following Course Goals derive from the 2018 National Standards for Family and Consumer Sciences Education.

NSFCS.12.1	Analyze principles of human growth and development across the life span.
NSFCS.12.1.1	Analyze physical, emotional, social, moral, and cognitive development.
NSFCS.12.1.2	Analyze interrelationships among physical, emotional, social, moral, and cognitive aspects of human growth and development.
NSFCS.12.1.3	Analyze current and emerging research about human growth and development, including but not limited to brain development research.

NSFCS.12.2	Analyze conditions that influence human growth and development.
NSFCS.12.2.1	Analyze the influences of heredity and environment on human growth and development.
NSFCS.12.2.2	Analyze the influences of social, economic, and technological forces on individual growth and development.
NSFCS.12.2.3	Analyze the influences of gender, ethnicity, and culture on individual development.
NSFCS.12.2.4	Analyze the influences of life events on individuals' physical, emotional, social, moral, and cognitive development.
NSFCS.12.2.5	Analyze geographic, political, and global influences on human growth and development.
NSFCS.12.3	Analyze strategies that promote growth and development across the life span.
NSFCS.12.3.1	Analyze the role of nurturance on human growth and development.
NSFCS.12.3.2	Analyze the role of communication on human growth and development.
NSFSC.12.3.3	Analyze the role of educational and family and social services support systems and resources in meeting human growth and development needs.

The following standards derive from the 2010 Connecticut Core Standards.

CCS.ELA-Literacy.RST.11-12.2	Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.
CCS.ELA-Literacy.RST.11-12.3	Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.

The following Course Goals derive from the 2016 International Society for Technology in Education Standards.

ISTE Empowered Learner (Standard 1)	Students leverage technology to take an active role in choosing, achieving, and demonstrating competency in their learning goals, informed by the learning sciences. 1c. Students use technology to seek feedback that informs and improves their practice and to demonstrate their learning in a variety of ways.
ISTE Knowledge Constructor (Standard 3)	Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts, and make meaningful learning experiences for

themselves and others.
3d. Students build knowledge by actively exploring real-world issues and problems, developing ideas and theories and pursuing answers and solutions.

COURSE ENDURING UNDERSTANDINGS

Students will understand that . . .
- individual, family, and social influences systematically interact to influence human development across the lifespan.
- analysis of family systems, and the role of the individual within the context of the family system, can lead to greater self-understanding.
- contextual factors and diversity both within and between families influence individual and family development.

COURSE ESSENTIAL QUESTIONS

- How has research and theory influenced our basic understanding of human development and family studies?
- What contextual factors influence individual and family development?
- What diversity exists both within and between families?
- What family processes influence individual human development, and what individual experiences impact a family's life course?

COURSE KNOWLEDGE & SKILLS

Students will know . . .
- the eleven stages of the lifespan, and the interdependence of various elements at each stage.
- how the process of development is linked to internal conflicts, changing self-awareness, and a dynamic social environment at each life stage.

Students will be able to . . .
- identify and emphasize themes and directions of growth across the lifespan.
- assess the influence of experiences during earlier life stages on later development.
- clarify how one's past, present, and future, and expectations for the future, are systematically connected.

COURSE SYLLABUS

Course Name

Honors / Early College Experience Individual & Family Development

Level

Honors

Prerequisites

Teacher or school counselor recommendation

Materials Required

None

General Description of the Course

Honors / Early College Experience Individual & Family Development is a college-level course whose primary focus is human development throughout the lifespan, with emphasis upon the family as a primary context. In particular, the course emphasizes the developing individual within the context of the family system and the changes that occur in family systems over time. Each student is required to complete 40 hours of independent fieldwork. This introduction to the field of family development is particularly helpful for those considering a career in education, medicine, psychology, or social work. Since the course meets the standards of a general education course (HDFS 1070) at the University of Connecticut, Trumbull High students can earn three college credits for successful completion of the course.

Assured Assessments

Formative Assessments:
Formative assessments can include, but are not limited to:
- Life Expectancy Project (Unit 1)
- Personal Timeline (Unit 1)
- Life Story (Unit 1)
- Autobiography (Unit 1)
- Online quizzes and flashcards (Units 1, 2, 9, 10, 11, 12, 13, 14, 15)
- Theoretical comparisons and debate (Unit 2)
- Theoretical preference writing assignment (Unit 2)
- Cognitive behavior theory hierarchy of fears activity (Unit 2)
- Theorist biography assignment (Unit 2)
- Developmental Task and Society Project (Unit 3)
- Student graphic organizer on strengths and weaknesses of psychosocial theory (Unit 3)
- Anticipation and Re-Experience Activity (Unit 3)
- Genetically Inherited Characteristics Project (Unit 4)
- Natural vs. Caesarean Childbirth Debate (Unit 4)
- Sudden Infant Death Syndrome Campaign (Unit 4)
- Psychosocial Context of Abortion Project (Unit 4)
- Infant Journal Review (Unit 5)
- Learning through Our Senses Project (Unit 5)

- Design a Toy Project (Unit 5)
- Designing a play environment (Unit 6)
- Book report on a children's book (Units 6, 7)
- Investigating development through autism and theory of mind (Unit 6)
- Children's television show review panel (Unit 7)
- Culture Socialization of Children Project (Unit 7)
- Group activity creating a PSA anti-bully campaign (Unit 8)
- Attending an athletic sporting event involving children ages 6 to 12 (Unit 8)
- Investigate Development: Learning Disabilities Project (Unit 8)
- Biographical report on an accomplished adolescent in the age range of 12 to 18 (Unit 9)
- Eating Disorders Collage (Unit 9)
- Retrospective study of group identity (Unit 9)
- Research Project: Adolescent Drug Use (Unit 9)
- Psychosocial Moratorium: "What If" paper (Unit 10)
- Short essay regarding a teacher or other individual with a profound influence (Unit 10)
- Group Project: Binge Drinking report (Unit 10)
- Group project to examine historical factors that influence the transition into adulthood (Unit 11)
- Love in Different Culture Poster (Unit 11)
- Investigate Development: Cohabitation (Unit 11)
- Career Timeline Activity (Unit 12)
- Creation of a generative activity (Unit 12)
- Research Project: Culture and Caring for One's Aging Parents (Unit 12)
- Content analysis of 10 obituaries (Unit 13)
- Futuristic Thinking: Creation of a poster (Unit 13)
- Lifespan Interview (Unit 14)
- Aging Sensitivity Activity (Unit 14)
- Investigative Development: Memory Decline and Aging (Unit 14)
- Research Project: Death-Related Rituals (Unit 15)
- Group Activity: Preparing Documents for the End of Life (Unit 15)
- Investigate Development: Physician-Assisted Suicide (Unit 15)

Summative Assessments:
- Chapter tests (Units 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15)
- Midterm examination (Unit 9)

Core Text
- Newman, Barbara M., and Philip R. Newman. *Development through Life: A Psychosocial Approach*. 13th ed. Boston: Cengage, 2018. Print.

UNIT 1
The Development through Life Perspective

Unit Goals

At the completion of this unit, students will:

NSFCS.12.1.2	Analyze interrelationships among physical, emotional, social, moral, and cognitive aspects of human growth and development as reflected in a development through life perspective.
NSFCS.12.2.2	Analyze the influences of social, economic, and technological forces on individual growth and development as reflected in a development through life perspective.
CCS.ELA-Literacy.RST.11-12.2	Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.
ISTE Empowered Learner (Standard 1)	Through the use of MindTap, leverage technology to take an active role in choosing, achieving, and demonstrating competency in their learning goals, informed by the learning sciences.
ISTE Knowledge Constructor (Standard 3)	Through the use of MindTap, critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts, and make meaningful learning experiences for themselves and others.

Unit Essential Questions

- What assumptions guide the orientation of the study of human development, and thus this course?
- What is the psychosocial approach to the study of development, including interrelationships among biological, psychological, and societal systems?
- What have been the historical changes to life expectancy? What individual and group factors contribute to longevity?

Scope and Sequence

- Case study: Ruth Hamilton
- The interactions of the biological, psychological, and societal systems
  - o Overview of the psychosocial approach
- Case study: Rose
- The lifespan

     o Life expectancy
     o Factors that contribute to longevity

Assured Assessments
Formative Assessment:
Students will participate in various formative assessments designed to support a wide variation in abilities and learning styles and needs among students. Examples include:
- Life Expectancy Project;
- Personal Timeline;
- Life Story;
- Autobiography; and
- Online quizzes and flashcards.

Summative Assessment:
Summative assessments will include a chapter test.

Resources
<u>Core</u>
- Newman, Barbara M., and Philip R. Newman. *Development through Life: A Psychosocial Approach*. 13th ed. Boston: Cengage, 2018. Print. Chp. 1.

<u>Supplemental</u>
- Buettner, Dan. "Dan Buettner, National Geographic Journalist, Longevity & Happiness Expert, Keynote Speaker." *YouTube*, uploaded by BigSpeak Speakers Bureau, July 26, 2013, https://www.youtube.com/watch?v=9t7RjIEQgUU. Web.
- "The Changing Face of Aging in America." *YouTube*, uploaded by uicmedia, Aug. 6, 2012, https://www.youtube.com/watch?v=RfOydFYAclI. Web.
- Delany, Sarah L., and A. Elizabeth Delany, with Amy Hill Hearth. *Having Our Say: The Delany Sisters' First 100 Years*. New York: Dell, 1994. Print.
- "Poor Kids (Poverty Documentary) – Real Stories." *YouTube*, uploaded by Real Stories, Feb. 24, 2016, https://www.youtube.com/watch?v=i9aSp9bFmMg. Web.
- Smith, Clint. "Place Matters." *YouTube*, uploaded by Marc Bacani, March 25, 2013, https://www.youtube.com/watch?v=saREW_BfxwY&t=51s. Web.
- Mindtap online learning and study program

Time Allotment
- Approximately 8 school days

UNIT 2
Major Theories for Understanding Human Development

Unit Goals

At the completion of this unit, students will:

NSFCS.12.1.2	Analyze interrelationships among physical, emotional, social, moral, and cognitive aspects of human growth and development as reflected in major theories for understanding human development.
NSFCS.12.1.3	Analyze current and emerging research about human growth and development, including but not limited to brain development research, as applied to major theories for understanding human development.
CCS.ELA-Literacy.RST.11-12.2	Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.
ISTE Empowered Learner (Standard 1)	Through the use of MindTap, leverage technology to take an active role in choosing, achieving, and demonstrating competency in their learning goals, informed by the learning sciences.
ISTE Knowledge Constructor (Standard 3)	Through the use of MindTap, critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts, and make meaningful learning experiences for themselves and others.

Unit Essential Questions

- What is the concept of theory, and how does it contribute to the study of development?
- What are the basic concepts of seven major theories (evolutionary theory, psychoanalytic theory, cognitive development theories, theories of learning, cultural theory, social role theory, and systems theory), and what is the implication of each theory for the study of human development?

Scope and Sequence

- Case study: Jack Manasky and His Daughter Marilyn
- What is a theory?
  - Requirements of a theory and for theories of development
- The theory of evolution

- o Ethology
- o Evolutionary psychology
- o Implications for human development
- o Links to psychosocial approach
- Psychoanalytic theory
  - o Five components of psychoanalytic theory
  - o Object relations theory
  - o Ego psychology
  - o Implications for human development
  - o Links to psychosocial approach
- Cognitive development theories
  - o Basic concepts in Piaget's theory
  - o Implications of Piaget's theory for human development
  - o Vygotsky's concepts of cognitive development
  - o Implications of Vygotsky's theory for human development
  - o Links to psychosocial approach
- Theories of learning
  - o Social learning theory
  - o Implications of social learning theory for human development
  - o Cognitive behaviorism
  - o Implications of cognitive behaviorism for human development
  - o Links to psychosocial approach
- Cultural theory
  - o Cultural continuity and discontinuity
  - o Individualism and collectivism
  - o Implications for human development
  - o Links to psychosocial approach
- Social role theory
  - o Implications for human development
  - o Links to psychosocial approach
- Systems theory
  - o Characteristics of open systems
  - o Ecological systems theory
  - o Implications for human development
  - o A systems view of families
  - o Links to psychosocial approach

Assured Assessments
Formative Assessment:
Students will participate in various formative assessments designed to support a wide variation in abilities and learning styles and needs among students. Examples include:
- Theoretical comparisons and debate;
- Theoretical preference writing assignment;
- Cognitive behavior theory hierarchy of fears activity;
- Theorist biography assignment; and
- Online quizzes and flashcards.

Summative Assessment:
Summative assessments will include a chapter test.

Resources

<u>Core</u>

- Newman, Barbara M., and Philip R. Newman. *Development through Life: A Psychosocial Approach*. 13th ed. Boston: Cengage, 2018. Print. Chp. 2.

<u>Supplemental</u>

- "Girl's Rite of Passage." *YouTube*, uploaded by National Geographic, May 31, 2007, https://www.youtube.com/watch?v=5B3Abpv0ysM. Web.
- "Nature v. Nurture." *YouTube*, uploaded by Domenico Magliocco, July 19, 2012, https://www.youtube.com/watch?v=8mvZ4EbPbME. Web.
- "Walter Mischal on His Marshmallow Experiment." *YouTube*, uploaded by Steve Stockdale, Nov. 25, 2013, https://www.youtube.com/watch?v=0b3SWsjWzdA. Web.
- Mindtap online learning and study program

Time Allotment

- Approximately 14 school days

UNIT 3
Psychosocial Theory

Unit Goals

At the completion of this unit, students will:

NSFCS.12.2.1	Analyze the influences of heredity and environment on human growth and development as reflected in psychosocial theory.
NSFCS.12.2.3	Analyze the influences of gender, ethnicity, and culture on individual development as reflected in psychosocial theory.
NSFCS.12.2.4	Analyze the influences of life events on individuals' physical, emotional, social, moral, and cognitive development as reflected in psychosocial theory.
CCS.ELA-Literacy.RST.11-12.3	Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.
ISTE Empowered Learner (Standard 1)	Through the use of MindTap, leverage technology to take an active role in choosing, achieving, and demonstrating competency in their learning goals, informed by the learning sciences.
ISTE Knowledge Constructor (Standard 3)	Through the use of MindTap, critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts, and make meaningful learning experiences for themselves and others.

Unit Essential Questions

- What is the rationale for using psychosocial theory as an organizing framework for the study of human development?
- How are the six basic concepts of psychosocial theory defined?
- What are the strengths and weaknesses of psychosocial theory?

Scope and Sequence

- The rationale for emphasizing psychosocial theory
  - Case study: Erik H. Erikson
- Basic concepts of psychosocial theory
  - Stages of development

- o Developmental tasks
- o Psychosocial crisis
- o Central process for resolving psychosocial crisis
- o Radius of significant relationships
- o Coping
- Evaluation of psychosocial theory
  - o Strengths
  - o Weaknesses
  - o Recap

Assured Assessments

Formative Assessment:

Students will participate in various formative assessments designed to support a wide variation in abilities and learning styles and needs among students. Examples include:

- Developmental Task and Society Project;
- Student graphic organizer on strengths and weaknesses of psychosocial theory; and
- Anticipation and Re-Experience Activity, in which students identify how a given developmental task contributes to the capacity to achieve developmental tasks at later stages.

Summative Assessment:

Summative assessments will include a chapter test.

Resources

<u>Core</u>

- Newman, Barbara M., and Philip R. Newman. *Development through Life: A Psychosocial Approach*. 13th ed. Boston: Cengage, 2018. Print. Chp. 3.

<u>Supplemental</u>

- "Erik and Joan Erikson." *YouTube*, uploaded by Steven LoBello, Nov. 13, 2012, https://www.youtube.com/watch?v=PsHXIPyG6yI. Web.
- "Erik Erikson's Theory of Psychosocial Development in Infancy and Early Childhood." *YouTube*, uploaded by Davidson Films, June 21, 2010, https://www.youtube.com/watch?v=A0sxaU34MPE. Web.
- "Erikson on Intimacy vs. Isolation." *YouTube*, uploaded by Marie Coppola, Oct. 24, 2013, https://www.youtube.com/watch?v=nkslY_Fxw0Q. Web.
- Mindtap online learning and study program

Time Allotment

- Approximately 8 school days

UNIT 4
The Period of Pregnancy and Prenatal Development

Unit Goals

At the completion of this unit, students will:

NSFCS.12.1.1	Analyze physical, emotional, social, moral, and cognitive development in the developmental stage of pregnancy and prenatal development.
NSFCS.12.2.1	Analyze the influences of heredity and environment on human growth and development in the developmental stage of pregnancy and prenatal development.
CCS.ELA-Literacy.RST.11-12.2	Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.
ISTE Empowered Learner (Standard 1)	Through the use of MindTap, leverage technology to take an active role in choosing, achieving, and demonstrating competency in their learning goals, informed by the learning sciences.
ISTE Knowledge Constructor (Standard 3)	Through the use of MindTap, critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts, and make meaningful learning experiences for themselves and others.

Unit Essential Questions

- What is the process through which genetic information is transmitted from one generation to the next?
- How do genetic factors differ in their contribution to controlling the rate of development, influencing individual traits, and determining the genetic sources of abnormalities?
- What are the ways in which the pregnant woman and the developing fetus influence each other, including the impact of environmental influences on fetal growth, such as a woman's age, drug use, nutrition, environmental toxins, and stress?
- What are the ethical considerations of prenatal development?
- How does culture impact pregnancy and childbirth?

Scope and Sequence

- Genetics and development
  - Chromosomes, genes
  - Principles of heredity

- o Genetic sources of individual difference
- Normal fetal development
  - o Fertilization, infertility, and alternative means of reproduction
  - o Adoption
  - o Development in the first, second, and third trimesters
- The birth process
  - o Stages of labor
  - o Caesarean delivery
  - o Infant mortality
- The mother, the fetus, and the psychosocial environment
  - o The impact of the fetus on the pregnant woman
  - o Case study: A Father's Recollections about His Daughter's Birth
- The cultural context of pregnancy and childbirth
  - o Reactions to pregnancy
  - o Solicitude vs. shame
  - o Adequacy vs. vulnerability
- Applied topic: Abortion
  - o What abortion is
  - o The legal and political context of abortion in the United States
  - o Statistics about legal abortions and the women who have them
  - o The psychosocial impact of abortion
  - o Case study: Karen and Don

Assured Assessments
Formative Assessment:
Students will participate in various formative assessments designed to support a wide variation in abilities and learning styles and needs among students. Examples include:
- Genetically Inherited Characteristics Project;
- Natural vs. Caesarean Childbirth Debate;
- Sudden Infant Death Syndrome Campaign; and
- Psychosocial Context of Abortion Project.

Summative Assessment:
Summative assessments will include a chapter test.

Resources
Core
- Newman, Barbara M., and Philip R. Newman. *Development through Life: A Psychosocial Approach*. 13th ed. Boston: Cengage, 2018. Print. Chp. 4.
Supplemental
- Shape of Life. "Genetics: How Genes Direct Development." https://www.shapeoflife.org/video/genetics-how-genes-direct-development. Web.
- Tsiaras, Alexander. "Conception to Birth – Visualized." *YouTube*, uploaded by TED, Nov. 14, 2011. https://www.youtube.com/watch?v=fKyljukBE70. Web.
- Mindtap online learning and study program

Time Allotment

- Approximately 10 school days

UNIT 5
Infancy (First 24 Months)

Unit Goals

At the completion of this unit, students will:

NSFCS.12.1.1	Analyze physical, emotional, social, moral, and cognitive development in the developmental stage of infancy.
NSFCS.12.1.3	Analyze current and emerging research about human growth and development, including but not limited to brain development research, as applied to the developmental stage of infancy.
NSFCS.12.3.1	Analyze the role of nurturance on human growth and development in the developmental stage of infancy.
NSFCS.12.3.2	Analyze the role of communication on human growth and development in the developmental stage of infancy.
NSFSC.12.3.3	Analyze the role of family and social services support systems and resources in meeting human growth and development needs in the developmental stage of infancy.
CCS.ELA-Literacy.RST.11-12.2	Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.
ISTE Empowered Learner (Standard 1)	Through the use of MindTap, leverage technology to take an active role in choosing, achieving, and demonstrating competency in their learning goals, informed by the learning sciences.
ISTE Knowledge Constructor (Standard 3)	Through the use of MindTap, critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts, and make meaningful learning experiences for themselves and others.

Unit Essential Questions

- What are the characteristics of a newborn, and what are the challenges facing low birth weight babies?

- What are the milestones in the maturation of the sensory and motor systems, and what are the interactions of these systems during the first months of life?
- How is brain development in infancy tied to the maturation of the sensory and motor systems?
- What is sensorimotor intelligence, and how does it impact how infants process information, organize experiences, conceptualize causality, and understand the properties and functions of objects?
- How does language competence form from birth to age 2?
- How do social attachment and emotional development form?

Scope and Sequence

- Newborns
  - The development of sensory/perceptual and motor functions
  - Sensorimotor intelligence: processing, organizing, and using information
  - Communication
  - Attachment
  - Emotional development
  - Case study: The Cotton Family
- The psychosocial crisis: trust vs. mistrust
  - Trust
  - Mistrust
- The central process for resolving the crisis: mutuality with the caregiver
  - Coordination, mismatch, and repair of interactions
  - Establishing a functional rhythm in the family
  - Parents with psychological problems
- The prime adaptive ego quality and the core pathology
  - Hope
  - Withdrawal
- Applied topic: The role of parents
  - Safety and nutrition
  - Fostering socioemotional and cognitive development
  - Fathers' and mothers' parental behaviors
  - Parents as advocates
  - The importance of social support

Assured Assessments
Formative Assessment:
Students will participate in various formative assessments designed to support a wide variation in abilities and learning styles and needs among students. Examples include:
- Infant Journal Review;
- Learning through Our Senses Project; and
- Design a Toy Project.

Summative Assessment:
Summative assessments will include a chapter test.

Resources
<u>Core</u>

- Newman, Barbara M., and Philip R. Newman. *Development through Life: A Psychosocial Approach*. 13th ed. Boston: Cengage, 2018. Print. Chp. 5.

<u>Supplemental</u>

- Field trip to, and lecture at, daycare facility at University of Connecticut, Storrs
- "Born to Communicate – Chapter 05." *YouTube*, uploaded by KidCareCanada, Oct. 25, 2012, https://www.youtube.com/watch?v=N_wXdW6xNN8. Web.
- "Human Emotion 15.1: Emotion Development I (Infancy)." *YouTube*, uploaded by YaleCourses, June 7, 2013, https://www.youtube.com/watch?v=1qPvfOlwRAo. Web.
- "Office Hours: Childhood Emotional Development." *YouTube*, uploaded by uwmadison, Nov. 30, 2010, https://www.youtube.com/watch?v=x7cZBTkGAiU. Web.
- "The Secret Life of the Brain – The Baby's Brain (mini)." *YouTube*, uploaded by 121ChineseLessons, April 30, 2012. https://www.youtube.com/watch?v=MS5HUDVNbGs. Web.
- Mindtap online learning and study program

Time Allotment

- Approximately 14 school days

UNIT 6
Toddlerhood (2 to 4 Years)

Unit Goals

At the completion of this unit, students will:

NSFCS.12.1.3	Analyze current and emerging research about human growth and development, including but not limited to brain development research, as applied to the developmental stage of toddlerhood.
NSFCS.12.3.1	Analyze the role of nurturance on human growth and development in the developmental stage of toddlerhood.
NSFCS.12.3.2	Analyze the role of communication on human growth and development in the developmental stage of toddlerhood.
NSFSC.12.3.3	Analyze the role of educational and family and social services support systems and resources in meeting human growth and development needs in the developmental stage of toddlerhood.
CCS.ELA-Literacy.RST.11-12.2	Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.
ISTE Empowered Learner (Standard 1)	Through the use of MindTap, leverage technology to take an active role in choosing, achieving, and demonstrating competency in their learning goals, informed by the learning sciences.
ISTE Knowledge Constructor (Standard 3)	Through the use of MindTap, critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts, and make meaningful learning experiences for themselves and others.

Unit Essential Questions

- How do motor skills expand during toddlerhood, and what is their importance in expanding the child's capacity to explore the environment and experience opportunities for mastery?
- What are the necessary accomplishments in language development, and what features of the language environment support communicative competence?

- How does fantasy play develop, and what is its importance for cognitive and social development?
- What factors contribute to the development of self-control, including impulse management and goal attainment?
- What are the psychosocial crisis of autonomy vs. shame and doubt, the central process of imitation, the prime adaptive ego strength of will, and the core pathology of compulsion?

Scope and Sequence
- Developmental tasks
  - Elaboration of locomotion
  - Language development
  - Fantasy play
  - Self-control
- The psychosocial crisis: autonomy vs. shame and doubt
  - Autonomy
  - Shame and doubt
- The central process of imitation
- The prime adaptive ego quality and the core pathology
  - Will
  - Compulsion
- The impact of poverty on psychosocial development in toddlerhood
  - Poverty and brain development
  - Poverty and health
  - Poverty as impacting the parenting environment
  - Poverty and academic outcomes
  - Poverty worldwide
- Applied topic: Child care
  - The impact of child care on intelligence, cognition, and academic achievement
  - The impact of child care on social competence
  - Child care and physical activity
  - Benefits associated with Head Start
  - Directions for the future of child care in the United States

Assured Assessments
Formative Assessment:
Students will participate in various formative assessments designed to support a wide variation in abilities and learning styles and needs among students. Examples include:
- Designing a play environment to enhance toddlers' locomotion, fantasy, and self-control skills;
- Book report on a children's book; and
- Investigating development through autism and theory of mind.

Summative Assessment:
Summative assessments will include a chapter test.

Resources

<u>Core</u>

- Newman, Barbara M., and Philip R. Newman. *Development through Life: A Psychosocial Approach*. 13th ed. Boston: Cengage, 2018. Print. Chp. 6.

<u>Supplemental</u>

- Field trip to, and lecture at, daycare facility at University of Connecticut, Storrs
- "Experts in Emotion 15.2b – Nancy Eisenberg on Emotion Regulation in Children." *YouTube*, uploaded by YaleCourses, May 20, 2013, https://www.youtube.com/watch?v=4QEG1C_MWtU. Web.
- "How Poverty Shapes the Brain." *YouTube*, uploaded by wwwAAASorg, Aug. 2, 2012, https://www.youtube.com/watch?v=v0YahNvMx7o. Web.
- "The Marshmallow Test." *YouTube*, uploaded by IgniterMedia, Sept. 24, 2009, https://www.youtube.com/watch?v=QX_oy9614HQ. Web.
- "Mentalism in Language – On How Children Acquire and Produce Language." *YouTube*, uploaded by Dalal Alsharif, Oct. 11, 2014. https://www.youtube.com/watch?v=qNhMapbD2aE&list=PLZNAbh0qDoB4NYY1WEjYyRWO297I2IMGO. Web.
- Mindtap online learning and study program

Time Allotment

- Approximately 14 school days

UNIT 7
Early School Age (4 to 6 Years)

Unit Goals

At the completion of this unit, students will:

NSFCS.12.2.4	Analyze the influences of life events on individuals' physical, emotional, social, moral, and cognitive development in the developmental stage of early school age.
NSFCS.12.3.2	Analyze the role of communication on human growth and development in the developmental stage of early school age.
CCS.ELA-Literacy.RST.11-12.3	Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.
ISTE Empowered Learner (Standard 1)	Through the use of MindTap, leverage technology to take an active role in choosing, achieving, and demonstrating competency in their learning goals, informed by the learning sciences.
ISTE Knowledge Constructor (Standard 3)	Through the use of MindTap, critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts, and make meaningful learning experiences for themselves and others.

Unit Essential Questions

- What is gender identification during early school age, and how is the way a child interprets his/her experiences important?
- What is the process of early moral development, drawing from theories and research to explain how knowledge, emotion, and action combine to produce internalized morality?
- What are the significant changes in the self-theory, with special focus on the theory of mind and self-esteem, during the early school age years?
- What are the features of peer play, including group games, media play, and friendship, in the early school age years?
- What are the psychosocial crisis of initiative vs. guilt, the central process of identification, the prime adaptive ego quality of purpose, and the core pathology of inhibition?

- How does the concept of school readiness relate to the developmental tasks of early school age, and what obstacles may prevent children from being able to adapt and learn in the school environment?

Scope and Sequence

- Developmental tasks
  - Gender identification
- Case study: Gender Identification in Early Childhood
  - Early moral development
- Case study: Early Learning about Obedience
  - Self-Theory
  - Peer Play
- The psychosocial crisis: initiative vs. guilt
  - Initiative
  - Guilt
- The central process of identification
- The prime adaptive ego quality and the core pathology
  - Purpose
  - Inhibition
- Applied topic: School readiness
  - What do we mean by readiness?
  - Measuring kindergarten readiness
  - Risk factors for school readiness
  - Who is responsible for meeting the goal for school readiness?

Assured Assessments

Formative Assessment:

Students will participate in various formative assessments designed to support a wide variation in abilities and learning styles and needs among students. Examples include:

- Reviewing and reporting on a children's book in terms of gender role expectations and/or norms that are conveyed;
- Children's television show review panel; and
- Culture Socialization of Children Project.

Summative Assessment:

Summative assessments will include a chapter test.

Resources

Core

- Newman, Barbara M., and Philip R. Newman. *Development through Life: A Psychosocial Approach*. 13th ed. Boston: Cengage, 2018. Print. Chp. 7.

Supplemental

- Field trip to, and observations at, Trumbull elementary schools
- Brown, Stuart. "Play Is More Than Fun." *YouTube*, uploaded by TED, March 12, 2009, https://www.youtube.com/watch?v=HHwXlcHcTHc. Web.

- "How a Hyper-Gendered Age of Toys Affects Our Children." *YouTube*, uploaded by KCETSoCalConnected, Dec. 4, 2012, https://www.youtube.com/watch?v=MyStjbB309I. Web.
- "How Young Is Too Young to Watch Television?" *YouTube*, uploaded by Boston Children's Hospital, Sept. 16, 2008, https://www.youtube.com/watch?v=J_1YTU20r7g. Web.
- "What It Takes . . . Pre-School Readiness." *YouTube*, uploaded by BlueRidgePBS, Oct. 19, 2012, https://www.youtube.com/watch?v=JewutJEyOIQ. Web.
- Mindtap online learning and study program

Time Allotment

- Approximately 14 school days

UNIT 8
Middle Childhood (6 to 12 Years)

Unit Goals

At the completion of this unit, students will:

NSFCS.12.1.1	Analyze physical, emotional, social, moral, and cognitive development in the developmental stage of middle childhood.
NSFCS.12.1.2	Analyze interrelationships among physical, emotional, social, moral, and cognitive aspects of human growth and development in the developmental stage of middle childhood.
NSFCS.12.2.4	Analyze the influences of life events on individuals' physical, emotional, social, moral, and cognitive development in the developmental stage of middle childhood.
NSFCS.12.3.2	Analyze the role of communication on human growth and development in the developmental stage of middle childhood.
CCS.ELA-Literacy.RST.11-12.2	Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.
ISTE Empowered Learner (Standard 1)	Through the use of MindTap, leverage technology to take an active role in choosing, achieving, and demonstrating competency in their learning goals, informed by the learning sciences.
ISTE Knowledge Constructor (Standard 3)	Through the use of MindTap, critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts, and make meaningful learning experiences for themselves and others.

Unit Essential Questions

- How does the role of friendship help children learn to take the point of view of others, be sensitive to the norms and pressures of the peer group, and experience closeness in relationships? What negative consequences can result from social rejection and loneliness?

- What is the development of concrete operational thought, including conservation, classification skills, mathematical reasoning, and the child's ability to understand and monitor his/her own knowledge and understanding?
- What is the nature of skill learning, and what societal factors provide the contexts in which skill learning occurs?
- How do self-evaluation skills, including feelings of pride and self-efficacy, develop, and in what ways do social expectations of parents, teachers, and peers contribute to a child's self-evaluation?
- What new levels of complexity in play develop as children become involved in team play and team sports, and how do they relate to children's cognitive and emotional development?
- What are the psychosocial crisis of industry vs. inferiority, the central process of education, the prime adaptive ego quality of competence, and the core pathology of inertia?

Scope and Sequence

- Case study: Recollections of Childhood Friends
- Developmental tasks
  - Friendship
  - Concrete operations
  - Skill learning
  - Self-evaluation
- Case study: Becca
  - Team play
- The psychosocial crisis: industry vs. inferiority
  - Industry
  - Inferiority
- The central process of education
- The prime adaptive ego quality and the core pathology
  - Competence
  - Inertia
- Applied topic: Violence in the lives of children
  - Consequences of exposure to violence
  - Prevention strategies

Assured Assessments
Formative Assessment:
Students will participate in various formative assessments designed to support a wide variation in abilities and learning styles and needs among students. Examples include:
- Group activity creating a PSA anti-bully campaign;
- Attending an athletic sporting event involving children ages 6 to 12, noting role of adults as well as quality of child-child and child-adult interactions; and
- Investigate Development: Learning Disabilities Project.

Summative Assessment:
Summative assessments will include a chapter test.

Resources

<u>Core</u>

- Newman, Barbara M., and Philip R. Newman. *Development through Life: A Psychosocial Approach*. 13th ed. Boston: Cengage, 2018. Print. Chp. 8.

<u>Supplemental</u>

- Guest speaker: TPS special education staff member
- Field trip to, and observations at, Trumbull elementary and middle schools
- PACER's National Bullying Prevention Center. http://www.pacer.org/bullying/. Web.
- Stokes, Colin. "The Hidden Meanings in Kids' Movies." *YouTube*, uploaded by TEDx Talks, Dec. 20, 2012, https://www.youtube.com/watch?v=Nx8RRIiP53Q. Web.
- "TV, Movie, Video Game Violence & Kids." *YouTube*, uploaded by Common Sense Media, April 23, 2013, https://www.youtube.com/watch?v=7CXqZWW9yRQ. Web.
- Mindtap online learning and study program

Time Allotment

- Approximately 14 school days

UNIT 9
Early Adolescence (12 to 18 Years)

Unit Goals

At the completion of this unit, students will:

NSFCS.12.1.1	Analyze physical, emotional, social, moral, and cognitive development in the developmental stage of early adolescence.
NSFCS.12.1.2	Analyze interrelationships among physical, emotional, social, moral, and cognitive aspects of human growth and development in the developmental stage of early adolescence.
NSFCS.12.2.4	Analyze the influences of life events on individuals' physical, emotional, social, moral, and cognitive development in the developmental stage of early adolescence.
NSFCS.12.3.2	Analyze the role of communication on human growth and development in the developmental stage of early adolescence.
CCS.ELA-Literacy.RST.11-12.3	Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.
ISTE Empowered Learner (Standard 1)	Through the use of MindTap, leverage technology to take an active role in choosing, achieving, and demonstrating competency in their learning goals, informed by the learning sciences.
ISTE Knowledge Constructor (Standard 3)	Through the use of MindTap, critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts, and make meaningful learning experiences for themselves and others.

Unit Essential Questions
- What are the patterns of physical maturation during puberty for female and male adolescents, and what are the impacts of early and late maturing on self-concept and social relationships?
- What encompasses the development of romantic and sexual relationships during early adolescence?

- What are the basic features of formal operational thought, and what factors promote the development of advanced reasoning during early adolescence?
- How do the patterns of emotional development in early adolescence characterize the neurological processes associated with emotional expression?
- What are the characteristics of peer relations in early adolescence, especially the formation of cliques and crowds, and how do they contrast with typical parent relations during early adolescence?
- What are the psychosocial crisis of group identity vs. alienation, the central process of peer pressure, the prime adaptive ego quality of fidelity to others, and the core pathology of isolation?
- What factors account for patterns of adolescent alcohol and drug use?

Scope and Sequence

- Case study: Evelyn Cabrera: Balancing Autonomy and Closeness in Early Adolescence
- Developmental tasks
  - Physical maturation
- Case study: Simone Biles: Three-Time World All-Around Gymnastics Champion
  - Romantic and sexual relationships
  - Formal operations
  - Emotional development
  - Membership in the peer group
- The psychosocial crisis: group identity vs. alienation
  - Group identity
  - Alienation
- The central process of peer pressure
  - Affiliating with a peer group
  - Conflicts between belonging and personal autonomy
- The prime adaptive ego quality and the core pathology
  - Fidelity to others
  - Dissociation
- Applied topic: Adolescent alcohol and drug use
  - Physical effects of alcohol
  - Factors associated with alcohol use

Assured Assessments
Formative Assessment:
Students will participate in various formative assessments designed to support a wide variation in abilities and learning styles and needs among students. Examples include:
- Biographical report on an accomplished adolescent in the age range of 12 to 18;
- Eating Disorders Collage;
- Retrospective study of group identity, describing five primary peer groups at THS;
- Research Project: Adolescent Drug Use; and
- Online quizzes and flashcards.

Summative Assessment:
Summative assessments will include a chapter test and a midterm examination.

Resources

<u>Core</u>
- Newman, Barbara M., and Philip R. Newman. *Development through Life: A Psychosocial Approach*. 13th ed. Boston: Cengage, 2018. Print. Chp. 9.

<u>Supplemental</u>
- Guest speaker on adolescent gangs
- Frontline PBS. "Middle School Moment." July 17, 2012, https://www.pbs.org/wgbh/frontline/film/educationdropout-nationmiddle-school-moment/. Web.
- Henick, Mark. "Why We Choose Suicide." *YouTube*, uploaded by TEDx Talks, Oct. 1, 2013, https://www.youtube.com/watch?v=D1QoyTmeAYw. Web.
- Hill, Laura. "Eating Disorders from the Inside Out." *YouTube*, uploaded by TEDx Talks, Oct. 31, 2012, https://www.youtube.com/watch?v=UEysOExcwrE. Web.
- Kirby, Alex. "Substance Abuse and the Adolescent Brain, Part I: What Is a Disease?" *YouTube*, uploaded by montfordhall, July 20, 2010, https://www.youtube.com/watch?v=_fKFjt0IISo. Web.
- Kirby, Alex. "Substance Abuse and the Adolescent Brain, Part II: Behavioral Symptoms." *YouTube*, uploaded by montfordhall, July 26, 2010, https://www.youtube.com/watch?v=L0aCuzxoKZo. Web.
- Kirby, Alex. "Substance Abuse and the Adolescent Brain, Part III: Brain Parts." *YouTube*, uploaded by montfordhall, Aug. 10, 2010, https://www.youtube.com/watch?v=sVW_HJtx2pQ. Web.
- Kirby, Alex. "Substance Abuse and the Adolescent Brain, Part IV: The Disease Process." *YouTube*, uploaded by montfordhall, Aug. 30, 2010, https://www.youtube.com/watch?v=nl6VtOSJous. Web.
- Kirby, Alex. "Substance Abuse and the Adolescent Brain, Part V: Adolescent Susceptibility." *YouTube*, uploaded by montfordhall, Sept. 24, 2010, https://www.youtube.com/watch?v=nHjuDudIrJU. Web.
- NEDA (National Eating Disorder Organization). https://www.nationaleatingdisorders.org/. Web.
- Mindtap online learning and study program

Time Allotment
- Approximately 12 school days

UNIT 10
Later Adolescence (18 to 24 Years)

Unit Goals

At the completion of this unit, students will:

NSFCS.12.1.2	Analyze interrelationships among physical, emotional, social, moral, and cognitive aspects of human growth and development in the developmental stage of later adolescence.
NSFCS.12.2.2	Analyze the influences of social, economic, and technological forces on individual growth and development in the developmental stage of later adolescence.
NSFCS.12.2.4	Analyze the influences of life events on individuals' physical, emotional, social, moral, and cognitive development in the developmental stage of later adolescence.
CCS.ELA-Literacy.RST.11-12.2	Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.
ISTE Empowered Learner (Standard 1)	Through the use of MindTap, leverage technology to take an active role in choosing, achieving, and demonstrating competency in their learning goals, informed by the learning sciences.
ISTE Knowledge Constructor (Standard 3)	Through the use of MindTap, critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts, and make meaningful learning experiences for themselves and others.

Unit Essential Questions

- What is the concept of autonomy from parents, and what are the conditions under which autonomy is likely to be achieved?
- How does gender identity occur in later adolescence, and what components of gender role identification from the early school age period are revised and expanded?
- What are the psychosocial crisis of individual identity vs. confusion, the central process of role experimentation, the prime adaptive ego quality of fidelity to values and ideals, and the core pathology of repudiation?

- What are some of the predictors of and consequences of dropping out of college, and how may be dropping out of college be predicted to influence development in later adolescence?

Scope and Sequence

- Case study: Growing Up through Divorce: A College Student's Insights
- Developmental tasks
  - Autonomy from parents
  - Gender identity
  - Internalized morality
  - Career choice
- The psychosocial crisis: individual identity vs. confusion
  - Individual identity
- Case study: Houston A. Baker, Jr.
  - Identity confusion
- The central process of role experimentation
  - Psychosocial moratorium
  - Individual differences in role experimentation
- Case study: Turning Points in the Identity Process
  - Role experimentation and ethnic identity
- The prime adaptive ego quality and the core pathology
  - Fidelity to values and ideals
  - Repudiation
- Applied topic: Dropping out of college
  - Financial factors
  - Academic preparation
  - Personal factors
  - Characteristics of the college environment
  - Consequences of dropping out of college

Assured Assessments

Formative Assessment:

Students will participate in various formative assessments designed to support a wide variation in abilities and learning styles and needs among students. Examples include:
- Psychosocial Moratorium: "What If" paper on a virtual psychosocial moratorium;
- Short essay, based on Houston A. Baker, Jr., case study, regarding a teacher or other individual with a profound influence on the student's identity development;
- Group Project: Binge Drinking, in which students will report on programs and interventions being implemented at colleges and universities across the country to address problems with binge drinking; and
- Online quizzes and flashcards.

Summative Assessment:

Summative assessments will include a chapter test.

Resources

<u>Core</u>

- Newman, Barbara M., and Philip R. Newman. *Development through Life: A Psychosocial Approach*. 13th ed. Boston: Cengage, 2018. Print. Chp. 10.

<u>Supplemental</u>

- Arnett, Jeffrey Jensen. "Emerging Adulthood as a Time of Possibilities." *YouTube*, uploaded by Clark University, Oct. 2, 2013, https://www.youtube.com/watch?v=jP5fNK4UBqM. Web.
- Stoppa, Tara. "On the Journey: The Religious and Spiritual Development of Emerging Adults." *YouTube*, uploaded by Eastern University, Feb. 28, 2013, https://www.youtube.com/watch?v=_50X1UrVrrU. Web.
- Zak, Paul. "Trust, Morality – and Oxytocin." *YouTube*, uploaded by TED, Nov. 1, 2011, https://www.youtube.com/watch?v=rFAdlU2ETjU. Web.
- Mindtap online learning and study program

Time Allotment

- Approximately 12 school days

UNIT 11
Early Adulthood (24 to 34 Years)

Unit Goals

At the completion of this unit, students will:

NSFCS.12.1.2	Analyze interrelationships among physical, emotional, social, moral, and cognitive aspects of human growth and development in the developmental stage of early adulthood.
NSFCS.12.2.4	Analyze the influences of life events on individuals' physical, emotional, social, moral, and cognitive development in the developmental stage of early adulthood.
NSFCS.12.3.2	Analyze the role of communication on human growth and development in the developmental stage of early adulthood.
CCS.ELA-Literacy.RST.11-12.2	Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.
ISTE Empowered Learner (Standard 1)	Through the use of MindTap, leverage technology to take an active role in choosing, achieving, and demonstrating competency in their learning goals, informed by the learning sciences.
ISTE Knowledge Constructor (Standard 3)	Through the use of MindTap, critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts, and make meaningful learning experiences for themselves and others.

Unit Essential Questions

- What theoretical concepts are especially relevant for understanding development during adulthood, including social roles, the life course, and fulfillment theories?
- What is the process of forming intimate relationships, including initial attractions, mate selection, and commitment to a long-term relationship, and how do these relate to different patterns of cohabitation?
- What factors are associated with the decision to have children, and what is the impact of childbearing on the intimate relationship?
- What is the concept of work in early adulthood, and how does work stimulate psychosocial development?

- What are the psychosocial crisis of intimacy vs. isolation, the central process of mutuality among peers, the prime adaptive ego quality of love, and the core pathology of exclusivity?

Scope and Sequence

- Case study: Changing Work to Recapture Love and Happiness
- Expanding theoretical views of adult development
  - Social roles
  - Life course
  - Fulfillment theories
- Developmental tasks
  - Exploring intimate relationships
- Case study: Hannah and Matt: An Online Dating Couple's Story
  - Childbearing
  - Work
  - Lifestyle
- The psychosocial crisis: intimacy vs. isolation
  - Intimacy
- Case study: In Sickness and in Health
  - Isolation
- The central process of mutuality among peers
- The prime adaptive ego quality and the core pathology
  - Love
  - Exclusivity
- Applied topic: Divorce
  - Factors contributing to divorce
  - Coping with divorce

Assured Assessments
Formative Assessment:
Students will participate in various formative assessments designed to support a wide variation in abilities and learning styles and needs among students. Examples include:
- Historical Factors that Influence the Transition into Adulthood: Group project to examine opportunities and constraints as people enter adulthood, focusing on one period of United States history from 1900 to the present;
- Love in Different Cultures Poster;
- Investigate Development: Cohabitation; and
- Online quizzes and flashcards.

Summative Assessment:
Summative assessments will include a chapter test.

Resources
Core
- Newman, Barbara M., and Philip R. Newman. *Development through Life: A Psychosocial Approach*. 13th ed. Boston: Cengage, 2018. Print. Chp. 11.

<u>Supplemental</u>
- Cacioppo, John. "The Lethality of Loneliness." *YouTube*, uploaded by TEDx Talks, Sept. 9, 2013, https://www.youtube.com/watch?v=_0hxl03JoA0. Web.
- Fisher, Helen. "Why We Love, Why We Cheat." *YouTube*, uploaded by TED, Jan. 16, 2007, https://www.youtube.com/watch?v=x-ewvCNguug. Web.
- Sbarra, David. "Surviving Divorce." *YouTube*, uploaded by TEDx Talks, March 20, 2013, https://www.youtube.com/watch?v=vg92QEL4w4I. Web.
- Mindtap online learning and study program

Time Allotment

- Approximately 10 school days

UNIT 12
Middle Adulthood (34 to 60 Years)

Unit Goals

At the completion of this unit, students will:

NSFCS.12.1.2	Analyze interrelationships among physical, emotional, social, moral, and cognitive aspects of human growth and development in the developmental stage of middle adulthood.
NSFCS.12.2.4	Analyze the influences of life events on individuals' physical, emotional, social, moral, and cognitive development in the developmental stage of middle adulthood.
NSFCS.12.3.2	Analyze the role of communication on human growth and development in the developmental stage of middle adulthood.
CCS.ELA-Literacy.RST.11-12.2	Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.
ISTE Empowered Learner (Standard 1)	Through the use of MindTap, leverage technology to take an active role in choosing, achieving, and demonstrating competency in their learning goals, informed by the learning sciences.
ISTE Knowledge Constructor (Standard 3)	Through the use of MindTap, critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts, and make meaningful learning experiences for themselves and others.

Unit Essential Questions

- What features of the world of work, as a context for development, focus on interpersonal demands, authority relations, and demands for the acquisition of new skills?
- What is the concept of a vital, intimate relationship, and what factors support this goal in middle adulthood, especially a commitment to growth, effective communication, creative use of conflict, and preserving passion?
- What is defined as the expansion of caring in middle adulthood as it applies to two specific roles: that of a parent and that of an adult child caring for one's aging parents?

- What tasks are required for effective management of the household, and how are those tasks realized, and with what implications, in a diversity of households, including blended families, single-parent families, and adults who live alone?
- What are the psychosocial crisis of generativity vs. stagnation, the central process of person-environment interaction and creativity, the prime adaptive ego quality of care, and the core pathology of rejectivity?

Scope and Sequence

- Case study: Reinventing Family in Middle Adulthood
- Developmental tasks
  - Managing a career
  - Nurturing an intimate relationship
- Case study: The Struggle for Commitment to Growth in a Vital Marriage
  - Expanding caring relationships
- Case study: A Daughter Cares for Her Ailing Mother
  - Managing the household
- The psychosocial crisis: generativity vs. stagnation
  - Generativity
- Case study: My Leadership Journey: Health and Generative Action
  - Stagnation
- The central process of person-environment interaction and creativity
  - Person-environment interaction
  - Creativity
- The prime adaptive ego quality and the core pathology
  - Care
  - Rejectivity
- Applied topic: Discrimination in the workplace
  - Types of discrimination
  - Overview of discrimination
  - Disparities in income and the occupational structure
  - How discrimination perpetuates itself
  - Psychosocial analysis: Discrimination and coping

Assured Assessments

Formative Assessment:

Students will participate in various formative assessments designed to support a wide variation in abilities and learning styles and needs among students. Examples include:
- Career Timeline Activity;
- Creation of a generative activity;
- Research Project: Culture and Caring for One's Aging Parents; and
- Online quizzes and flashcards.

Summative Assessment:

Summative assessments will include a chapter test.

Resources

<u>Core</u>

- Newman, Barbara M., and Philip R. Newman. *Development through Life: A Psychosocial Approach*. 13th ed. Boston: Cengage, 2018. Print. Chp. 12.

<u>Supplemental</u>

- Guest speaker: social worker from an assisted living / retirement facility
- PBS. "This Emotional Life: Racing Hearts." December 31, 2009. https://www.pbs.org/video/this-emotional-life-racing-hearts/. Web.
- "Talking Intimately (Is It Possible?) Part I." *YouTube*, uploaded by mensnettv, July 26, 2010, https://www.youtube.com/watch?v=c6Fz_uv2_aw. Web.
- "Talking Intimately (Is It Possible?) Part II." *YouTube*, uploaded by mensnettv, July 26, 2010, https://www.youtube.com/watch?v=6hiE_T1kX9k. Web.
- "Talking Intimately (Is It Possible?) Part III." *YouTube*, uploaded by mensnettv, July 26, 2010, https://www.youtube.com/watch?v=N2SEq7tp49A, Web.
- Mindtap online learning and study program

Time Allotment

- Approximately 8 school days

UNIT 13
Later Adulthood (60 to 75 Years)

Unit Goals

At the completion of this unit, students will:

NSFCS.12.2.4	Analyze the influences of life events on individuals' physical, emotional, social, moral, and cognitive development in the developmental stage of later adulthood.
NSFSC.12.3.3	Analyze the role of educational and family and social services support systems and resources in meeting human growth and development needs in the developmental stage of later adulthood.
CCS.ELA-Literacy.RST.11-12.2	Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.
ISTE Empowered Learner (Standard 1)	Through the use of MindTap, leverage technology to take an active role in choosing, achieving, and demonstrating competency in their learning goals, informed by the learning sciences.
ISTE Knowledge Constructor (Standard 3)	Through the use of MindTap, critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts, and make meaningful learning experiences for themselves and others.

Unit Essential Questions
- What determines life satisfaction in later adulthood, and what factors are associated with subjective well-being?
- What is intellectual vigor, what factors promote it in later life, and how is it related to heredity and environment?
- What is the process of redirecting energy to new roles and activities, especially: role gain, such as grandparenthood; role loss, such as widowhood; and new opportunities for leisure?
- How is a point of view about death developed?
- What are the psychosocial crisis of integrity vs. despair, the central process of introspection, the prime adaptive ego quality of wisdom, and the core pathology of disdain?
- How does the process of adjustment to retirement progress?

Scope and Sequence

- Case study: Reflections on Retirement
- Developmental tasks
  o Accepting one's life
- Case study: Goal Adjustment in Later Adulthood
  o Promoting intellectual vigor
  o Redirecting energy to new roles and activities
  o Developing a point of view about death
- Case study: Morrie Schwartz Reflects on His Views about Death
- The psychosocial crisis: integrity vs. despair
  o Integrity
  o Despair
- The central process of introspection
- The prime adaptive ego quality and the core pathology
  o Wisdom
  o Disdain
- Applied topic: Retirement
  o Income loss
  o Adjustment to retirement
- Case study: Anna Quindlen Writes about Retiring as "Stepping Aside" for the Next Generation of Writers
  o The future of retirement

Assured Assessments
Formative Assessment:
Students will participate in various formative assessments designed to support a wide variation in abilities and learning styles and needs among students. Examples include:
- Content analysis of 10 obituaries, focusing on people over 60;
- Futuristic Thinking: Creation of a poster depicting the world when the student is 60 to 75 years old and in retirement; and
- Online quizzes and flashcards.

Summative Assessment:
Summative assessments will include a chapter test.

Resources
Core
- Newman, Barbara M., and Philip R. Newman. *Development through Life: A Psychosocial Approach*. 13th ed. Boston: Cengage, 2018. Print. Chp. 13.

Supplemental
- Guest speaker: expert on cultural meanings of death
- Field trip to local retirement facility
- Nyad, Diana. "Never, Ever Give Up." *YouTube*, uploaded by TED, Dec. 23, 2013, https://www.youtube.com/watch?v=Zx8uYIfUvh4. Web.
- "*Tuesdays with Morrie* (1999) – Last Scene." *YouTube*, uploaded by Yabapapa054, Nov. 24, 2008, https://www.youtube.com/watch?v=YNCxfFA1PsM. Web.
- Mindtap online learning and study program

Time Allotment

- Approximately 10 school days

UNIT 14
Elderhood (75 until Death)

Unit Goals

At the completion of this unit, students will:

NSFCS.12.1.2	Analyze interrelationships among physical, emotional, social, moral, and cognitive aspects of human growth and development in the developmental stage of elderhood.
NSFCS.12.2.2	Analyze the influences of social, economic, and technological forces on individual growth and development in the developmental stage of elderhood.
NSFCS.12.2.4	Analyze the influences of life events on individuals' physical, emotional, social, moral, and cognitive development in the developmental stage of elderhood.
CCS.ELA-Literacy.RST.11-12.2	Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.
ISTE Empowered Learner (Standard 1)	Through the use of MindTap, leverage technology to take an active role in choosing, achieving, and demonstrating competency in their learning goals, informed by the learning sciences.
ISTE Knowledge Constructor (Standard 3)	Through the use of MindTap, critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts, and make meaningful learning experiences for themselves and others.

Unit Essential Questions

- What is the rationale for identifying elderhood as a unique developmental stage for those of unusual longevity, with its own developmental tasks and psychosocial crisis?
- What physical changes are associated with aging, and what challenges do those changes pose for continued psychosocial well-being?
- What are the elements of the lifestyle structure in adulthood, especially living arrangements and gender roles, and how do they affect continued well-being?

- What are the psychosocial crisis of immortality vs. extinction, the central process of social support, the prime adaptive ego quality of confidence, and the core pathology of diffidence?
- Applying research and theory, what are some significant concerns about meeting the needs of the frail elderly?

Scope and Sequence

- Case study: Fred Hale: Supercentenarian
- The longevity revolution
  - Secrets to longevity
  - The gender gap among the very old
  - The new psychosocial stage of elderhood
- Developmental tasks
  - Coping with the physical changes of aging
  - Developing a psychohistorical perspective
  - Traveling uncharted territory: life structures in elderhood
- Case study: Mr. Z
- The psychosocial crisis: immortality vs. extinction
  - Immortality
- The central process of social support
  - The benefits of social support
  - The dynamics of social support
  - The social support network
- The prime adaptive ego quality and the core pathology
  - Confidence
  - Diffidence
- Applied topic: Meeting the needs of the frail elderly
  - Defining frailty
  - Supporting optimal functioning
  - The role of the community
  - The role of creative action

Assured Assessments
Formative Assessment:
Students will participate in various formative assessments designed to support a wide variation in abilities and learning styles and needs among students. Examples include:
- Lifespan Interview;
- Aging Sensitivity Activity: Student awareness of the changes that take place with age;
- Investigative Development: Memory Decline and Aging; and
- Online quizzes and flashcards.

Summative Assessment:
Summative assessments will include a chapter test.

Resources

<u>Core</u>
- Newman, Barbara M., and Philip R. Newman. *Development through Life: A Psychosocial Approach*. 13th ed. Boston: Cengage, 2018. Print. Chp. 14.

<u>Supplemental</u>
- Guest speaker: hospice worker
- Bell, Dale, and Harry Wiland, Dirs. "The Green House Nursing Home Alternative." *YouTube*, uploaded by happyidiot90049, June 6, 2007, https://www.youtube.com/watch?v=l4Ap1ByNgKE. Web.
- "Old Man in Nursing Home Reacts to Hearing Music from His Era." *YouTube*, uploaded by Mahmoud Abdul-Rauf, April 7, 2012, https://www.youtube.com/watch?v=NKDXuCE7LeQ. Web.
- Saul, Peter. "Let's Talk about Dying." *YouTube*, uploaded by TED-Ed, June 9, 2013, https://www.youtube.com/watch?v=lkvKGafoyIY. Web.
- Mindtap online learning and study program

Time Allotment

- Approximately 12 school days

UNIT 15
Understanding Death, Dying, and Bereavement

Unit Goals

At the completion of this unit, students will:

NSFCS.12.1.1	Analyze physical, emotional, social, moral, and cognitive development in the development stage of understanding death, dying, and bereavement.
NSFCS.12.2.4	Analyze the influences of life events on individuals' physical, emotional, social, moral, and cognitive development in the developmental stage of understanding death, dying, and bereavement.
NSFCS.12.2.5	Analyze geographic, political, and global influences on human growth and development in the developmental stage of understanding death, dying, and bereavement.
NSFSC.12.3.3	Analyze the role of educational and family and social services support systems and resources in meeting human growth and development needs in the developmental stage of understanding death, dying, and bereavement.
CCS.ELA-Literacy.RST.11-12.3	Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.
ISTE Empowered Learner (Standard 1)	Through the use of MindTap, leverage technology to take an active role in choosing, achieving, and demonstrating competency in their learning goals, informed by the learning sciences.
ISTE Knowledge Constructor (Standard 3)	Through the use of MindTap, critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts, and make meaningful learning experiences for themselves and others.

Unit Essential Questions

- How does mortality influence psychosocial development?
- What are the elements of the biological state of death, including the distinctions between cardiopulmonary and whole-brain death?

- What factors are associated with the process of dying and the modern ideal of a good death?
- What role do cultural death-related rituals play in society?
- What factors affect grief and bereavement?

Scope and Sequence
- Case study: Too Late to Die Young
- Mortality and psychosocial development
- Definitions of death
  - Advance directives
- The process of dying
- Death-related rituals
  - Care of the body
  - Care of the spirit
  - Care of the surviving family, friends, and community
- Bereavement and grief
  - Bereavement
  - Grief
  - Bereavement and grief among older widows and widowers
  - Factors that affect the distress of survivors
  - Comforting the bereaved
- Psychosocial growth through bereavement

Assured Assessments
Formative Assessment:
Students will participate in various formative assessments designed to support a wide variation in abilities and learning styles and needs among students. Examples include:
- Research Project: Death-Related Rituals;
- Group Activity: Preparing Documents for the End of Life;
- Investigate Development: Physician-Assisted Suicide; and
- Online quizzes and flashcards.

Summative Assessment:
Summative assessments will include a chapter test.

Resources
Core
- Newman, Barbara M., and Philip R. Newman. *Development through Life: A Psychosocial Approach*. 13th ed. Boston: Cengage, 2018. Print. Chp. 15.

Supplemental
- Guest speaker: funeral home director and/or attorney
- Cave, Stephen. "The 4 Stories We Tell Ourselves about Death." *YouTube*, uploaded by TED, Dec. 12, 2013, https://www.youtube.com/watch?v=PB7xs7UpIfY. Web.
- "Rituals of Death." *YouTube*, uploaded by The World HD, March 7, 2015, https://www.youtube.com/watch?v=ANY-19mrYIQ. Web.

- Swazey, Kelli. "Life That Doesn't End with Death." *YouTube*, uploaded by TED, Oct. 1, 2013, https://www.youtube.com/watch?v=ZCRC5_0kfiw. Web.
- Mindtap online learning and study program

Time Allotment

- Approximately 10 school days

COURSE CREDIT

One credit in family & consumer sciences
One class period daily for a full year

PREREQUISITES

Teacher or school counselor recommendation.

ASSURED STUDENT PERFORMANCE RUBRICS

- Trumbull High School School-Wide Reading Rubric (attached)
- Trumbull High School School-Wide Problem-Solving rubric (attached)
- Trumbull High School School-Wide Independent Learning and Thinking rubric (attached)
- Trumbull High School Career and Technical Education Reflective Writing rubric (attached)
- H / ECE Individual & Family Development Group Research Project Rubric (attached)
- H / ECE Individual & Family Development Personal Timeline Project & Rubric (attached)
- H / ECE Individual & Family Development Design a Toy Project (attached)
- H / ECE Individual & Family Development "Me" and "I" (attached)
- H / ECE Individual & Family Development Student Poster Session (attached)

Trumbull High School School-Wide Reading Rubric

Category/ Weight	Exemplary 4 Student work:	Goal 3 Student work:	Working Toward Goal 2 Student work:	Needs Support 1-0 Student work:
Respond X_____	• Demonstrates exceptional understanding of text by: ○ Clearly identifying the purpose of the text ○ Providing initial reaction richly supported by text ○ Providing a perceptive interpretation	• Demonstrates understanding of text by: ○ Identifying the fundamental purpose of the text ○ Providing initial reaction supported by text ○ Providing a clear/straightforward interpretation of the text	• Demonstrates general understanding of text by: ○ Partially identifying the purpose of the text ○ Providing initial reaction supported by text ○ Providing a superficial interpretation of the text	• Demonstrates limited or no understanding of text by: ○ Not identifying the purpose of the text ○ Providing initial reaction not supported by text ○ Providing an interpretation not supported by the text
Interpret X_____	• Demonstrates exceptional interpretation of text by: ○ Extensively reshaping, reflecting, revising, and/or deepening initial understanding ○ Constructing insightful and perceptive ideas about the text ○ Actively raising critical questions and exploring multiple interpretations of the text	• Demonstrates ability to interpret text by: ○ Reshaping, reflecting, revising, and/or deepening initial understanding ○ Summarizing main ideas of text ○ Actively interpreting text by raising questions and looking for answers in text	• Demonstrates general ability to interpret text by: ○ Guided reflection and/or revision of initial understanding ○ Summarizing some of the main ideas of text ○ Guided interpretation of text by locating answers to given questions in text	• Demonstrates limited ability to interpret text as evidenced by: ○ Struggle to implement guided reflection and/or revision of initial understanding ○ Struggle to summarize any main ideas of text ○ Struggle to answer questions by locating responses in text
Connect X_____	• Demonstrates perceptive connections ○ text-to-text ○ text-to-self ○ text-to-world	• Demonstrates specific connections ○ text-to-text ○ text-to-self ○ text-to-world	• Demonstrates general connections ○ text-to-text ○ text-to-self ○ text-to-world	• Struggles to make connections ○ text-to-text ○ text-to-self ○ text-to-world
Evaluate X_____	• Demonstrates insightful evaluation of text by one or more of the following: ○ Critical analysis to create a conclusion supported by the text ○ Perceptive judgments about the quality of the text ○ Synthesis of text ○ Expression of a personal opinion	• Demonstrates an evaluation of text by one or more of the following: ○ Critical analysis to form a conclusion from the text ○ Thoughtful judgments about the quality of the text ○ Evaluation of text to express personal opinion(s)	• Demonstrates a general evaluation of text by one or more of the following: ○ Formulation of a superficial conclusion from the text ○ Assessment of the quality of the text ○ Use of text to express personal opinion(s)	• Demonstrates a struggle to evaluate text by one or more of the following: ○ Formulation of a conclusion from the text ○ Assessment of the quality of the text ○ Use of text to express personal opinion(s)

Trumbull High School School-Wide Problem-Solving Rubric

Category/ Weight	Exemplary 4	Goal 3	Working Toward Goal 2	Needs Support 1-0
Understanding X_____	• Student demonstrates clear understanding of the problem and the complexities of the task	• Student demonstrates sufficient understanding of the problem and most of the complexities of the task	• Student demonstrates some understanding of the problem but requires assistance to complete the task	• Student demonstrates limited or no understanding of the fundamental problem after assistance with the task
Research X_____	• Student gathers compelling information from multiple sources including digital, print, and interpersonal	• Student gathers sufficient information from multiple sources including digital, print, and interpersonal	• Student gathers some information from few sources including digital, print, and interpersonal	• Student gathers limited or no information
Reasoning and Strategies X_____	• Student demonstrates strong critical thinking skills to develop a comprehensive plan integrating multiple strategies	• Student demonstrates sufficient critical thinking skills to develop a cohesive plan integrating strategies	• Student demonstrates some critical thinking skills to develop a plan integrating some strategies	• Student demonstrates limited or no critical thinking skills and no plan
Final Product and/or Presentation X_____	• Solution shows deep understanding of the problem and its components • Solution shows extensive use of 21st-century technology skills	• Solution shows sufficient understanding of the problem and its components • Solution shows sufficient use of 21st-century technology skills	• Solution shows some understanding of the problem and its components • Solution shows some use of 21st-century technology skills	• Solution shows limited or no understanding of the problem and its components • Solution shows limited or no use of 21st-century technology skills

Trumbull High School School-Wide
Independent Learning and Thinking Rubric

Category/ Weight	Exemplary 4	Goal 3	Working Toward Goal 2	Needs Support 1-0
Proposal X_____	• Student demonstrates a strong sense of initiative by generating compelling questions, creating uniquely original projects/work	• Student demonstrates initiative by generating appropriate questions, creating original projects/work	• Student demonstrates some initiative by generating questions, creating appropriate projects/work	• Student demonstrates limited or no initiative by generating few questions and creating projects/work
Independent Research & Development X_____	• Student is analytical, insightful, and works independently to reach a solution	• Student is analytical, and works productively to reach a solution	• Student reaches a solution with direction	• Student is unable to reach a solution without consistent assistance
Presentation of Final Product X_____	• Presentation shows compelling evidence of an independent learner and thinker • Solution shows deep understanding of the problem and its components • Solution shows extensive and appropriate application of 21st-century skills	• Presentation shows clear evidence of an independent learner and thinker • Solution shows adequate understanding of the problem and its components • Solution shows adequate application of 21st-century skills	• Presentation shows some evidence of an independent learner and thinker • Solution shows some understanding of the problem and its components • Solution shows some application of 21st-century skills	• Presentation shows limited or no evidence of an independent learner and thinker • Solution shows limited or no understanding of the problem and its components • Solution shows limited or no application of 21st-century skills

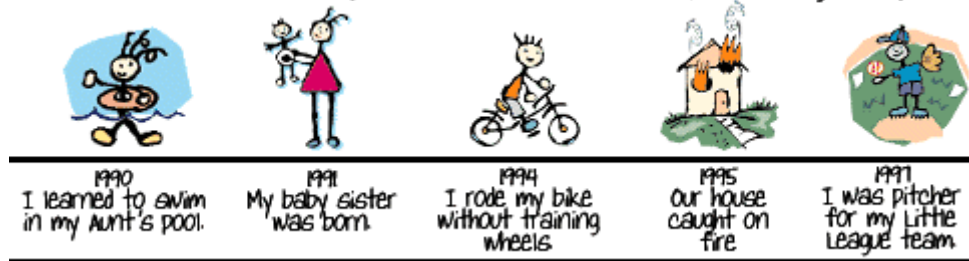# Trumbull High School Career and Technical Education
Reflective Writing Rubric

Category/ Weight	Exemplary 4	Goal 3	Working Toward Goal 2	Needs Support 1-0
Focus (project-specific): Reflection clearly states the purpose of the project. Reflection does not diverge from the topic and provides evidence through the use of description, details, and supporting documents and learnings.				
Content: Reflection thoroughly addresses the topic and/or questions posed in the prompt.				
Connections: Reflection draws insightful connections between project-specific details.				
Quality: Reflection is thoughtful, carefully written, and demonstrates significant depth of self-reflection on the topic.				
Mechanics: Reflection has no grammatical, spelling, or usage errors.				

H / ECE Individual & Family Development Group Research Project Rubric

Category/ Weight	Exceeds 10	Meets 7	Partially Meets 5	Does Not Meet 3
Accuracy of Content (60%)	• Work contains appropriate content and is complete with all required information	• Work is missing one portion of the required information	• Work is missing two of the required pieces of information	• Work has information missing and is not complete
Attractiveness (10%)	• The information presented is well-organized and formatted correctly	• The information presented is somewhat organized and formatted correctly	• The information presented is not organized and not formatted correctly	• The resources provided were not used; therefore, the information presented is not organized and not formatted correctly
Knowledge Gained (10%)	• Student shows full understanding of the subject area	• Student shows good understanding of the subject area	• Student shows good understanding in some of the subject area	• Student does not seem to understand the subject area well
Cooperative Work (10%)	• Student almost always listens to, shares with, and supports the efforts of others in the group • Student tries to keep people working well together	• Student usually listens to, shares with, and supports the efforts of others in the group • Student does not cause "waves" in the group	• Student often listens to, shares with, and support the efforts of others in the group • Student sometimes is not a good team member	• Student rarely listens to, shares with, or supports the efforts of others in the group • Student often is not a good team member
Effort / Work Habits (10%)	• Student routinely uses time/resources well throughout the project to ensure things get done on time	• Student usually uses time/resources well throughout the project, but may procrastinate on one thing	• Student tends to procrastinate, but always gets things done by the deadlines	• Student rarely gets things done by the deadlines, and needs support to adjust deadlines or work responsibilities

H / ECE Individual & Family Development
Personal Timeline

I was born on October 18, 1988 at Daniel Freeman Hospital in Inglewood, CA.

1990	1991	1994	1995	1997
I learned to swim in my Aunt's pool.	My baby sister was born.	I rode my bike without training wheels	Our house caught on fire	I was pitcher for my Little League team.

Create a personal timeline! Many history books use timelines to help you visualize the chronological order of events. Your personal timeline will feature the major events in your life, from birth to death.

The purpose of this activity is to integrate age-related expectations and the interaction of biological, psychological, and societal systems.

Directions:
- Get three sheets of 8 ½" x 11" paper and two strips of tape.
- Tape paper together vertically or horizontally. Flip paper over and use this for your first draft of your timeline.
- Using a pencil, draw a line across the paper.
- The first date on your timeline should be the day you were born. The last date on your timeline should be the day you die.
- List as many major life events as you envision your life to have. These might include things like graduated from high school, graduated from college, got married, had a child, got my dream job, etc. . . .
- Place these events on your draft timeline.
- Once you have them all set, get a piece of the legal size paper provided and get ready to create your unique timeline. Use all the resources available to you: crayons, markers, magazines, pictures.
- Give your personal timeline a title. Be creative. Make sure your name is visible and you have written a caption or description of each event highlighted on your timeline.

H / ECE Individual & Family Development Personal Timeline Rubric

Category	Exceeds 10	Meets 7	Partially Meets 5	Does Not Meet 3
Life events with detailed and engaging description	• At least fifteen events from your life are included on timeline, with engaging description	• At least 10 events from your life are included on timeline, with good description	• At least 5 events from your life are included on timeline, with some description	• 4 or fewer events from your life are included on timeline, with little or no description
Images and Pictures	• 10 or more pictures well-connected to life events	• 7-9 pictures well-connected to life events	• 4-6 pictures well-connected to life events	• 3 or fewer pictures well-connected to life events
Format of timeline	• All events placed in proper place/order	• One or two errors in placement/order	• Not in consistent order; hard to follow	• Life events not put in any order
Title/Name	• Title is creative and engages reader, describing events well	• Title is engaging and describes events well	• Title describes timelines but does not engage reader	• No title provided
Visual Interest and Creativity	• Images and events are well-placed, colorful, and fun to read	• Images and events are placed neatly and easy to read	• Images and events lack creativity; no extras are used to make timeline stand out	• Images and events lack any visual interest; no creativity is shown
Effort/Quality of Work	• Outstanding effort, on-task behavior, and completed in timely manner	• Good effort, on-task behavior with few redirects needed, and completed in timely manner	• Weak effort: reminders needed on directions, guidelines, and timing	• Poor effort: work did not follow guidelines; not turned in on time

H / ECE Individual & Family Development
Design a Toy Project

The Fisher Price Toy Company Has Called!
They need your help in designing a new toy for their catalog
next spring.

<u>Here are the guidelines . . .</u>

- The toy must be effective in enhancing an infant's development.

- You need to provide a drawing of the toy and an explanation of how the toy would foster one of the *five development tasks* discussed in the text and in class.

- Your toy and the explanation you provide should *critically assess whether the toy is likely to achieve its intended purpose and why.*

H / ECE Individual & Family Development "Me" and "I"

- The differences between *me and I* are dimensions of the *self-concept* with implications for later stages of development.
- Gender identification and moral development are components of a child's self-concept. Self-concept is the theory that links the child's understanding of the nature of the world, the nature of the self, and the meaning of interactions between the two.
- Me is the self as object, the "self" one can describe – including physical characteristics, personality traits, social roles, and relationships.
- The *I* is more subjective. It is the *self* as one who is aware of one's own actions.

Examples of how we identify ourselves . . .

- <u>By Categories . . .</u>
  - I am a girl.
  - I am friendly.

- <u>By Comparative . . .</u>
  - I am taller than other children my age.
  - I am more athletic than my brothers.

<u>Describe **your** *Me* and **your** *I*</u>

Draw, write, sing . . .

Keep in mind the following, from Wikipedia, "Psychology of self," when completing your *Me and I*:

- "The psychology of self is the study of either the cognitive, conative, or affective representation of one's identity or the subject of experience. The earliest formulation of the self in modern psychology derived from the distinction between the self as *I*, the subjective knower, and the self as *Me*, the object that is known."

- "Current views of the self in psychology position the self as playing an integral part in human motivation, cognition, affect, and social identity. It may be the case that we can now usefully attempt to ground experience of self in a neural process with cognitive consequences, which will give us insight into the elements of which the complex multiply situated selves of modern identity are composed."

H / ECE Individual & Family Development Student Poster Session

Category	4	3	2	1
Knowledge Gained	• Student can accurately answer all questions related to the facts on the poster • Facts are tied to psychosocial system	• Student can accurately answer most questions related to the facts on the poster • Psychosocial system is referenced, but lacks connections in some cases	• Student can accurately answer about 75% of questions related to the facts on the poster • Attempt is made to tie facts & points to psychosocial system, but lacks accuracy	• Student appears to have insufficient knowledge about the facts or processes on the poster • No reference to or communication of understanding of the concepts and theories in relationship to the topic
Title	• Title is clearly related to topic and immediately catches reader's attention	• Title describes content well, but does not stand out	• Title does not connect well to topic and is hard to read	• Title is too small, or does not describe the content of the post well
Mechanics	• Capitalization and punctuation are correct throughout poster • Variety and creative use of different forms to communicate poster topic • Information is succinct • Handout summarizes topic well	• There is one error in capitalization or punctuation • Handout is provided and accurately describes poster	• There are two errors in capitalization or punctuation • Handout contains errors and does not clearly explain poster	• There are more than two errors in capitalization or punctuation • Handout is not provided
Content/Accuracy	• All points listed are related to psychosocial system • Central theme is clear	• 5-6 items are related to psychosocial system • Central theme is stated	• 2-3 items are related to psychosocial system • Central theme is not clear and/or not well-communicated	• Fewer than 2 items are related to psychosocial system • No central theme, or unclear central theme
Attractiveness	• Poster is exceptional in design, appearance, layout, and neatness • Easy to read	• Poster is attractive in design, appearance, layout, and neatness • Some areas are confusing	• Poster is acceptably attractive but may be a bit messy or difficult to read	• Poster is distractingly messy or very poorly designed, and therefore not attractive

Your Name: _____

Other Group Members: _____

Final Reflections: Teamwork, Final Product

Poster:

What I did best:

_____

_____

_____

 What I would improve:

_____

_____

_____

Team Work and Final Product:

What my team did best:

_____

_____

_____

What our team needed to improve:

_____

_____

_____

Percentage of total work done by each person:

	Name	Percentage of work time and contribution
Team Member:	_____	_____%
Team Member:	_____	_____%
Team Member:	_____	_____%
Team Member:	_____	_____%
		100%

Notes on work time and contributions: