

Wallenpaupack Area School District

Planned Course Curriculum Guide

Department

Education Career Pathway (English)

Name of Course

Human Growth & Development

Course Description:

Human Growth and Development examines physical, cognitive, social, and emotional development across the lifespan. Students explore how heredity, environment, relationships, family, culture, and life experiences influence development from the prenatal period through older adulthood.

Students will examine major developmental theories and milestones and apply their understanding to authentic situations involving individuals and families. Through observation, case studies, discussion, simulations, hands-on experiences, interviews, and collaborative problem-solving, students will connect developmental concepts to education, human services, family life, and related careers.

Emphasis is placed on understanding individual differences, recognizing developmentally appropriate expectations, separating observation from assumption, and using evidence to draw conclusions about human behavior and development.

Guiding Framework

Belong: Students deserve to feel seen, valued, respected, and included.

Purpose: Students make a difference through service, advocacy, and intentional real-world applications.

Choice: Students select from a range of performance tasks while working toward common learning goals.

Course Goals

Students will:

- Develop an understanding of human growth and development across the lifespan.
- Examine physical, cognitive, social, and emotional development from the prenatal period through older adulthood.
- Analyze how heredity, environment, relationships, family, culture, and life experiences influence development.

- Compare and apply major theories of human development and learning.
- Recognize developmental patterns and milestones while respecting individual differences and varied developmental pathways.
- Distinguish objective observation and evidence from interpretation, judgment, and assumption.
- Apply developmental knowledge to authentic situations involving individuals, families, schools, and communities.
- Design and evaluate developmentally appropriate experiences, environments, resources, and supports.
- Explore how knowledge of human development informs careers in education, human services, and related fields.
- Reflect upon their own growth as future educators and professionals who work with people.
- Develop a professional philosophy centered on belonging, purpose, empathy, and respect for development across the lifespan.

Essential Questions

- What does it mean to understand a person through a developmental lens?
- How do heredity, environment, relationships, culture, and life experiences interact to shape development?
- How can educators and other professionals recognize developmental patterns without making assumptions about individuals?
- How do relationships, environments, and experiences influence development across the lifespan?
- What does it mean for an experience, environment, or expectation to be developmentally appropriate?
- How can understanding human development help us better support individuals and families?
- How do observation, empathy, and evidence influence the decisions we make when working with people?
- How will my experiences in this course shape the educator or professional I am becoming?

Course Text

Kato, S. L. (2024). *Lifespan development* (3rd ed.). The Goodheart-Willcox Company, Inc.

Initial Creation Date (if applicable) and Revision Dates:

August 2026 – S. Rosencrance

Wallenpaupack Area School District Curriculum	
COURSE: Human Growth & Development	GRADE/S: 10-12
UNIT 1: Foundations of Human Growth & Development	TIMEFRAME: 2-3 Weeks

PA COMMON CORE/NATIONAL STANDARDS:

11.3.9-12.A Evaluate the impact of family and its effects on the well-being of individuals and society.
 11.3.9-12.B Hypothesize the impact of present family life cycle trends on the global community.
 11.3.9-12.D Analyze strategies that promote human growth, development, and well-being.
 11.4.9-12.A Demonstrate the integration of theories of child development and their impact on parenting and childcare.
 CC.1.2.11-12.A Determine and analyze the relationship between two or more central ideas of a text.
 CC.1.2.11-12.B Cite strong and thorough textual evidence to support analysis of explicit and inferential meaning.
 CC.1.5.11-12.A Initiate and participate effectively in a range of collaborative discussions.

UNIT OBJECTIVES (SWBATS):

Essential Question: What shapes who we become across the lifespan?

- Explain human development as a lifelong process.
- Identify physical, cognitive, social, and emotional domains of development.
- Describe major stages of development across the lifespan.
- Analyze interactions among heredity, environment, relationships, culture, and life experiences.
- Compare major theories and perspectives used to explain human development and learning.
- Apply developmental theories to authentic situations involving individuals and families.
- Analyze how family structures, roles, relationships, and changing social conditions may influence development.
- Distinguish objective observation from interpretation or judgment.
- Recognize individual variation within developmental patterns.
- Use evidence to support conclusions about human behavior and development.

Belong

How can understanding individual differences help us see and value each person's unique developmental journey?

Purpose

How can understanding human development help us better understand and support others?

Choice

How can I use my strengths and interests to demonstrate what I understand about human development?

INSTRUCTIONAL STRATEGIES/ACTIVITIES:

1. Human Lifespan = In the Room
2. Nature, Nurture...or Both?
3. Theory Detective
4. People Watching with a Purpose
5. Developmental Mythbusters
6. Family Isn't One Thing
7. Case Study
8. Cooperative Learning
9. Guided Notes
10. Concept Mapping
11. Direct Instruction
12. Conferencing
13. Expert Speakers
14. Self-Assessment
15. Collaborative Discussion

ASSESSMENTS (Diagnostic/Benchmark/Formative/Summative):

- Development Detective Case File
- Case Conference and Oral Defense
- Theory in My Pocket
- Lifespan Field Notes
- Exit Applications

DIFFERENTIATED INSTRUCTION (Acceleration/Enrichment):

Instruction incorporates Universal Design for Learning (UDL) principles.

- Written, visual, oral, and hands-on response options.
- Scaffolded case studies and vocabulary supports.
- Graphic organizers for theory comparison.
- Collaborative analysis prior to independent application.
- Extension cases containing incomplete or competing evidence.
- Opportunities to revise conclusions as new evidence is introduced.

RESOURCES (Technology-Based Resources, Text Resources, etc.):

- Goodheart-Willcox, *Lifespan Development* (2024), Chapters 1–3.
- Teacher-developed developmental case files, scenarios, graphic organizers, and hands-on materials.
- Credible developmental, educational, career, and community resources.

KEY VOCABULARY:

lifespan development; developmental domains; physical development; cognitive development; social development; emotional development; heredity; environment; nature; nurture; maturation; learning;

developmental milestone; continuity; change; individual differences; family; culture; observation;
developmental theory

Wallenpaupack Area School District Curriculum	
COURSE: Human Growth & Development	GRADE/S: 10-12
UNIT 2: Prenatal Development, Pregnancy, & Birth	TIMEFRAME: 1-2 Weeks

PA COMMON CORE/NATIONAL STANDARDS:

11.3.9-12.D Analyze strategies that promote human growth, development, and well-being.
 11.4.9-12.A Demonstrate the integration of theories of child development and their impact on parenting and childcare.
 11.4.9-12.D Analyze current issues in health and safety affecting children at each stage of child development.
 CC.1.2.11-12.B Cite strong and thorough textual evidence to support analysis of explicit and inferential meaning.
 CC.1.2.11-12.G Integrate and evaluate multiple sources of information presented in different media or formats.
 CC.1.5.11-12.A Initiate and participate effectively in collaborative discussions.

UNIT OBJECTIVES (SWBATS):

Essential Question: How can experiences before birth influence development across the lifespan?

- Describe major stages of prenatal development.
- Explain how genetic and environmental factors interact during prenatal development.
- Identify factors that can influence prenatal development.
- Describe physical and emotional changes associated with pregnancy.
- Explain basic processes associated with labor and birth.
- Analyze how access to resources, health care, family support, and environmental circumstances can affect pregnancy and birth experiences.
- Evaluate prenatal scenarios using evidence rather than assumptions.
- Explain why prenatal development is important to later development.

Belong

How can we examine different pregnancy, birth, family, and life experiences without making assumptions or judgments?

Purpose

How can knowledge of prenatal development help individuals and families make informed decisions?

Choice

How can I best demonstrate my understanding of the factors that influence prenatal development?

INSTRUCTIONAL STRATEGIES/ACTIVITIES:

1. Nine Months in 45 Minutes
2. Prenatal Decision Lab
3. What's Happening in There?
4. Fact, Risk, or Myth?
5. Birth Perspectives
6. Case Study
7. Guided Notes
8. Cooperative Learning
9. Concept Mapping
10. Modeling
11. Expert Speakers

ASSESSMENTS (Diagnostic/Benchmark/Formative/Summative):

- Prenatal Case Consultation
- Build the Timeline
- One-Minute Expert
- Lifespan Field Notes
- Developmental Diagrams and Scenario Responses

DIFFERENTIATED INSTRUCTION (Acceleration/Enrichment):

Instruction incorporates Universal Design for Learning (UDL) principles.

- Visual timelines and developmental models.
- Vocabulary and concept cards.
- Chunked scenarios.
- Collaborative analysis and oral explanation options.
- Extension cases involving multiple developmental influences.

RESOURCES (Technology-Based Resources, Text Resources, etc.):

- Goodheart-Willcox, *Lifespan Development* (2024), Chapter 4.
- Teacher-developed prenatal development scenarios.
- Timelines, models, graphic organizers, and hands-on materials.
- Credible developmental and family resources.

KEY VOCABULARY:

prenatal development; conception; heredity; genetics; embryo; fetus; pregnancy; trimester; prenatal care; environmental influence; risk factor; labor; birth; development

Wallenpaupack Area School District Curriculum	
COURSE: Human Growth & Development	GRADE/S: 10-12
UNIT 3: Infancy and Toddlerhood	TIMEFRAME: 2-3 Weeks

PA COMMON CORE/NATIONAL STANDARDS:

11.3.9-12.D Analyze strategies that promote human growth, development, and well-being.
 11.4.9-12.A Demonstrate the integration of theories of child development and their impact on parenting and childcare.
 11.4.9-12.B Demonstrate integration of academic standards that address language, culture, learning styles, and early childhood experiences.
 11.4.9-12.C Analyze developmentally appropriate and culturally responsive practices to evaluate early childhood education providers and services.
 11.4.9-12.D Analyze current issues in health and safety affecting children at each stage of child development.
 CC.1.2.11-12.B Cite strong and thorough textual evidence to support analysis.
 CC.1.5.11-12.A Initiate and participate effectively in collaborative discussions.

UNIT OBJECTIVES (SWBATS):

Essential Question: How do early relationships and experiences shape a developing child?

- Describe major physical, cognitive, social, emotional, and language development during infancy and toddlerhood (PIES).
- Identify common developmental milestones.
- Explain the importance of attachment, relationships, interaction, and responsive caregiving.
- Analyze how environments and experiences support development.
- Distinguish developmental expectations from rigid timelines.
- Select developmentally appropriate activities for infants and toddlers.
- Observe behavior objectively and connect observations to developmental concepts.
- Design environments and experiences that support safe exploration and learning.

Belong

How can we recognize developmental milestones while respecting that every child develops differently?

Purpose

How can caregivers and educators create experiences and environments that support healthy early development?

Choice

How can I apply what I know about infant and toddler development in a meaningful way?

INSTRUCTIONAL STRATEGIES/ACTIVITIES:

1. Baby/Toddler Lab
2. Milestone Sort
3. Toy Investigator
4. Toddler-Proof It
5. Observation Lab
6. Design for Development
7. Case Study
8. Cooperative Learning
9. Modeling
10. Guided Observation
11. Guest Speakers

ASSESSMENTS (Diagnostic/Benchmark/Formative/Summative):

- Developmentally Appropriate Toy Challenge
- Toddler-Proof Challenge
- Observation Field Notes
- Milestone Conference
- Demonstration and Oral Defense

DIFFERENTIATED INSTRUCTION (Acceleration/Enrichment):

Instruction incorporates Universal Design for Learning (UDL) principles.

- Physical manipulatives and visual supports.
- Milestone reference charts.
- Partner observation prior to independent application.
- Choice of demonstration format.
- Scaffolded and advanced scenarios.
- Extension through adaptation for individual differences.

RESOURCES (Technology-Based Resources, Text Resources, etc.):

- Goodheart-Willcox, *Lifespan Development* (2024), Chapters 5–6.
- Developmental milestone references.
- Teacher-developed observation materials.
- Toys and everyday materials for developmental analysis and design.

KEY VOCABULARY:

infancy; toddlerhood; milestone; attachment; temperament; motor development; fine motor; gross motor; cognition; language development; sensory development; social-emotional development; exploration; responsive caregiving

Wallenpaupack Area School District Curriculum	
COURSE: Human Growth & Development	GRADE/S: 10-12
UNIT 4: Early & Middle Childhood	TIMEFRAME: 3 Weeks

PA COMMON CORE/NATIONAL STANDARDS:

11.3.9-12.A Evaluate the impact of family and its effects on the well-being of individuals and society.
 11.3.9-12.D Analyze strategies that promote human growth, development, and well-being.
 11.4.9-12.A Demonstrate the integration of theories of child development and their impact on parenting and childcare.
 11.4.9-12.B Demonstrate integration of academic standards that address language, culture, learning styles, and early childhood experiences.
 11.4.9-12.C Analyze developmentally appropriate and culturally responsive practices to evaluate early childhood education providers and services.
 CC.1.2.11-12.B Cite strong and thorough textual evidence to support analysis.
 CC.1.5.11-12.A Initiate and participate effectively in collaborative discussions.

UNIT OBJECTIVES (SWBATS):

Essential Question: How do children learn, grow, and make sense of the world around them?

- Compare development during early and middle childhood.
- Analyze physical, cognitive, language, social, and emotional changes during childhood.
- Explain the developmental importance of play.
- Identify ways family, peers, school, and community influence development.
- Analyze the development of independence, self-concept, relationships, and skills.
- Select developmentally appropriate learning experiences.
- Observe children and interpret behavior using developmental evidence.
- Modify activities to accommodate differences among learners.

Belong

How can we create environments where children with different strengths, experiences, abilities, and needs can learn and belong?

Purpose

How can our understanding of child development help us design meaningful and developmentally appropriate learning experiences?

Choice

How can I design or adapt an experience to meet a child's developmental needs while building on their strengths and interests?

INSTRUCTIONAL STRATEGIES/ACTIVITIES:

1. Play Is the Work
2. Through a Child's Eyes
3. Playground Anthropology
4. Build the Learning
5. Same Activity, Different Age
6. Classroom Case Huddle
7. Case Study
8. Cooperative Learning
9. Observation
10. Modeling
11. Concept Mapping

ASSESSMENTS (Diagnostic/Benchmark/Formative/Summative):

- \$5 Learning Challenge
- Child Observation Snapshot
- Teach It Twice
- Case Huddle Defense
- Lifespan Field Notes

DIFFERENTIATED INSTRUCTION (Acceleration/Enrichment):

Instruction incorporates Universal Design for Learning (UDL) principles.

- Choice of materials and activity design.
- Visual developmental references.
- Scaffolded planning templates.
- Collaborative prototyping.
- Oral or demonstrated explanations.
- Extension through adaptation for individual learning needs.

RESOURCES (Technology-Based Resources, Text Resources, etc.):

- Goodheart-Willcox, *Lifespan Development* (2024), Chapters 7–8.
- Teacher-developed developmental case studies.
- Developmental observation resources.
- Low-cost, everyday materials (e.g. classroom supplies) for learning design challenges.

KEY VOCABULARY:

early childhood; middle childhood; play; self-concept; independence; peer relationships; cognitive development; language development; motor development; social development; emotional development; developmentally appropriate practice

Wallenpaupack Area School District Curriculum	
COURSE: Human Growth & Development	GRADE/S: 10-12
UNIT 5: Adolescence	TIMEFRAME: 2 Weeks

PA COMMON CORE/NATIONAL STANDARDS:

11.3.9-12.A Evaluate the impact of family and its effects on the well-being of individuals and society.
 11.3.9-12.C Justify the significance of interpersonal communication skills in the practical reasoning method of decision-making.
 11.3.9-12.D Analyze strategies that promote human growth, development, and well-being.
 CC.1.2.11-12.B Cite strong and thorough textual evidence to support analysis.
 CC.1.2.11-12.G Integrate and evaluate multiple sources of information presented in different media or formats.
 CC.1.5.11-12.A Initiate and participate effectively in collaborative discussions.

UNIT OBJECTIVES (SWBATS):

Essential Question: How does adolescence shape the development of identity and independence?

- Describe major developmental changes occurring during adolescence.
- Explain physical, cognitive, social, and emotional development during adolescence.
- Analyze the development of identity and independence.
- Examine influences of peers, family, school, media, and environment.
- Apply developmental concepts to realistic adolescent situations.
- Recognize individual variation in adolescent development.
- Analyze how adults can support adolescent growth without stereotyping adolescents.

Belong

How can we understand adolescents as individuals rather than defining them by stereotypes?

Purpose

How can understanding adolescent development help adults better support young people as they develop identity and independence?

Choice

How can I use my own interests, experiences, or perspective to explore the challenges and opportunities of adolescence?

INSTRUCTIONAL STRATEGIES/ACTIVITIES:

1. Welcome to the Teenage Brain
2. Teen Mythbusters
3. Pressure Points
4. Advice From an Adult

5. Dear Teacher...
6. Case Study
7. Cooperative Learning
8. Guided Discussion
9. Interview
10. Concept Mapping
11. Self-Assessment

ASSESSMENTS (Diagnostic/Benchmark/Formative/Summative):

- Teen Case Conference
- Mythbuster Demonstration
- Developmental Advice Column
- Interview Analysis
- Lifespan Field Notes
- Oral Defense

DIFFERENTIATED INSTRUCTION (Acceleration/Enrichment):

Instruction incorporates Universal Design for Learning (UDL) principles.

- Choice among adolescent scenarios.
- Visual mapping of developmental influences.
- Collaborative discussion prior to individual response.
- Oral and written response options.
- Advanced scenarios involving conflicting influences.

RESOURCES (Technology-Based Resources, Text Resources, etc.):

- Goodheart-Willcox, *Lifespan Development* (2024), Chapter 9.
- Teacher-developed adolescent scenarios.
- Interview materials.
- Credible developmental and educational resources.

KEY VOCABULARY:

adolescence; puberty; identity; independence; self-concept; peer influence; cognition; decision-making; social development; emotional development; relationships; protective factors; risk factors

Wallenpaupack Area School District Curriculum	
COURSE: Human Growth & Development	GRADE/S: 10-12
UNIT 6: Adulthood Across the Lifespan	TIMEFRAME: 3 Weeks

PA COMMON CORE/NATIONAL STANDARDS:

11.3.9-12.A Evaluate the impact of family and its effects on the well-being of individuals and society.
 11.3.9-12.B Hypothesize the impact of present family life cycle trends on the global community.
 11.3.9-12.C Justify the significance of interpersonal communication skills in the practical reasoning method of decision-making.
 11.3.9-12.D Analyze strategies that promote human growth, development, and well-being.
 CC.1.2.11-12.B Cite strong and thorough textual evidence to support analysis.
 CC.1.5.11-12.A Initiate and participate effectively in collaborative discussions.

UNIT OBJECTIVES (SWBATS):

Essential Question: How do people continue to grow and change throughout adulthood?

- Compare developmental characteristics of early, middle, and older adulthood.
- Analyze changes in physical, cognitive, social, and emotional development.
- Explain how relationships, family, work, community, and life circumstances influence adult development.
- Analyze common transitions and changing roles across adulthood.
- Identify stereotypes and misconceptions associated with aging.
- Recognize diversity in adult developmental pathways.
- Analyze factors that support well-being and continued development throughout adulthood.
- Apply lifespan-development concepts to authentic adult situations.

Belong

How can we respect different paths through adulthood rather than assuming there is one “right” timeline for life?

Purpose

How can understanding adult development help us better support people as their roles, relationships, responsibilities, and transitions change?

Choice

How can I explore adult development through a life stage, experience, or perspective that is meaningful to me?

INSTRUCTIONAL STRATEGIES/ACTIVITIES:

1. Adulting Isn't a Checklist
2. Life Happens

3. Aging Mythbusters
4. Generations in Conversation
5. Walk in Their Shoes
6. Case Study
7. Interview
8. Cooperative Learning
9. Guided Discussion
10. Simulation
11. Self-Assessment

ASSESSMENTS (Diagnostic/Benchmark/Formative/Summative):

- Life Happens Case Study
- Generational Interview Artifact
- Aging Mythbuster Mini-Display
- Across the Lifespan Conference
- Lifespan Field Notes

DIFFERENTIATED INSTRUCTION (Acceleration/Enrichment):

Instruction incorporates Universal Design for Learning (UDL) principles.

- Choice of interview format and participant when appropriate.
- Visual lifespan references.
- Scaffolded comparison charts.
- Collaborative case analysis.
- Oral presentation options.
- Extension through cases involving multiple life transitions.

RESOURCES (Technology-Based Resources, Text Resources, etc.):

- Goodheart-Willcox, *Lifespan Development* (2024), Chapters 10–12.
- Teacher-developed adult-development case studies.
- Interview resources.
- Accessibility and aging resources.
- Credible developmental and community resources.

KEY VOCABULARY:

early adulthood; middle adulthood; older adulthood; transition; aging; independence; interdependence; caregiving; relationships; career development; retirement; cognitive development; physical development; social-emotional development; lifespan

Wallenpaupack Area School District Curriculum	
COURSE: Human Growth & Development	GRADE/S: 10-12
UNIT 7: Supporting Individuals and Families Across the Lifespan	TIMEFRAME: 2 Weeks

PA COMMON CORE/NATIONAL STANDARDS:

11.3.9-12.A Evaluate the impact of family and its effects on the well-being of individuals and society.
 11.3.9-12.B Hypothesize the impact of present family life cycle trends on the global community.
 11.3.9-12.C Justify the significance of interpersonal communication skills in the practical reasoning method of decision-making.
 11.3.9-12.D Analyze strategies that promote human growth, development, and well-being.
 CC.1.2.11-12.G Integrate and evaluate multiple sources of information presented in different media or formats.
 CC.1.5.11-12.A Initiate and participate effectively in collaborative discussions.
 CC.1.5.11-12.D Present information, findings, and supporting evidence clearly and strategically.

UNIT OBJECTIVES (SWBATS):

Essential Question: How can we effectively support individuals and families when their needs, circumstances, and resources are different?

- Identify needs that may emerge at different stages of the lifespan.
- Explain how families access childcare, adult care, educational, community, and human-service resources.
- Analyze factors families may consider when selecting care and support services.
- Identify barriers that affect access to resources.
- Evaluate resources based on individual and family needs.
- Explain how professionals collaborate to support individuals and families.
- Demonstrate empathy while maintaining evidence-based decision-making.
- Locate and evaluate community resources.

Belong

How can we understand and respond to the needs of individuals and families without judging their circumstances?

Purpose

How can we use community resources, collaboration, and advocacy to make a meaningful difference for individuals and families?

Choice

How can I determine which resources or supports best fit the needs of a particular individual or family?

INSTRUCTIONAL STRATEGIES/ACTIVITIES:

1. You Have a Family. Now Solve It.
2. Community Resource Hunt
3. The Resource Doesn't Fit
4. Support-System Web
5. Who Would You Call?
6. Case Study
7. Cooperative Learning
8. Community-Based Research
9. Concept Mapping
10. Collaborative Problem-Solving

ASSESSMENTS (Diagnostic/Benchmark/Formative/Summative):

- Family Resource Challenge
- Community Resource Fair
- Support-System Map
- Scenario Defense
- Lifespan Field Notes

DIFFERENTIATED INSTRUCTION (Acceleration/Enrichment):

Instruction incorporates Universal Design for Learning (UDL) principles.

- Resource banks and reference materials.
- Varied case complexity.
- Collaborative research.
- Visual system mapping.
- Oral response opportunities.
- Extension cases involving financial, geographic, scheduling, or access barriers.

RESOURCES (Technology-Based Resources, Text Resources, etc.):

- Goodheart-Willcox, *Lifespan Development* (2024), Chapters 13–14.
- Local and regional community-resource information.
- Teacher-developed fictional family profiles.
- Human-service and family-support resources.

KEY VOCABULARY:

family needs; individual needs; childcare; adult care; community resource; support system; accessibility; advocacy; human services; collaboration; caregiver; family support; community agency

Wallenpaupack Area School District Curriculum	
COURSE: Human Growth & Development	GRADE/S: 10-12
UNIT 8: Careers in Education & Human Services	TIMEFRAME: 1-2 Weeks

PA COMMON CORE/NATIONAL STANDARDS:

11.3.9-12.E Analyze opportunities for employment, entrepreneurial endeavors, and emerging careers within family and human services.

13.1 Career Awareness and Preparation

13.2 Career Acquisition

13.3 Career Retention and Advancement

13.4 Entrepreneurship

CC.1.2.11-12.G Integrate and evaluate multiple sources of information presented in different media or formats.

CC.1.5.11-12.A Initiate and participate effectively in collaborative discussions.

CC.1.5.11-12.D Present information, findings, and supporting evidence clearly and strategically.

UNIT OBJECTIVES (SWBATS):

Essential Question: How can understanding human development help us make a difference in the lives of others?

- Identify careers connected to human growth and development.
- Compare career pathways in education, training, and human services.
- Identify education, training, credentials, and skills required for selected careers.
- Explain how knowledge of human development supports professional practice.
- Connect personal interests and strengths to possible career pathways.
- Demonstrate professional communication and problem-solving.
- Analyze authentic workplace situations using developmental knowledge.
- Reflect upon potential future pathways.

Belong

How can my individual strengths, interests, and experiences contribute to a career that serves others?

Purpose

How can I use what I know about human development to make a difference through education or human services?

Choice

Which career pathway allows me to align my strengths and interests with the impact I want to make?

INSTRUCTIONAL STRATEGIES/ACTIVITIES:

1. Who's in the Room?
2. Career Speed Dating
3. A Day in the Life
4. Professional Problem Room
5. Ask a Professional
6. Career Research
7. Case Study
8. Cooperative Learning
9. Expert Speakers
10. Conferencing
11. Self-Assessment

ASSESSMENTS (Diagnostic/Benchmark/Formative/Summative):

- Career Reality Check
- Professional Scenario Challenge
- Career Conversation
- Career Profile
- Lifespan Portfolio/Field Notes Culminating Reflection

DIFFERENTIATED INSTRUCTION (Acceleration/Enrichment):

Instruction incorporates Universal Design for Learning (UDL) principles.

- Career choice based upon individual interests.
- Visual and hands-on career exploration.
- Scaffolded research tools and vocabulary supports.
- Oral response and demonstration opportunities.
- Extension through comparison of multiple career pathways.

RESOURCES (Technology-Based Resources, Text Resources, etc.):

- Goodheart-Willcox, *Lifespan Development* (2024), Chapters 15–17.
- Pennsylvania Career Ready resources.
- Career and postsecondary education resources.
- Teacher-developed professional scenarios.
- Guest speakers and professionals when available.
- Community and human-service resources.

KEY VOCABULARY:

career pathway; education; training; credential; employability skills; professional communication; human services; educator; caregiver; advocacy; collaboration; ethics; professionalism