Individual and Family Development

Grade(s):	☐ K ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5	☐ 6 ☐ 7 ☐ 8	☐ 9 ☐ 10 ☑ 11 ☑ 12 ☐ Other _____
Discipline/Course:	**Discipline:** Family and Consumer Science **Course:** Human Development and Family Studies		
Course Title:	Individual and Family Development		
Prerequisite(s):	Teacher Recommendation Advised		
Course Description: *Program of Studies*	This course offers a comprehensive lifespan introduction to the field of human development and family sciences. Students will critically analyze the physical, cognitive, and socio-emotional development of the individual from conception through late adulthood, with a distinct emphasis on the structural dynamics of the family system. Through an integrated field experience component, students will apply theoretical frameworks—such as psychosocial adaptation and systemic environmental influences—to real-world settings.		
Course Essential Questions:	• How do biological, psychological, and societal systems interact to shape an individual's unique developmental path? • How do the earliest psychosocial resolutions (such as establishing trust or building autonomy) create a framework for future life stages? • In what specific ways do economic disparities and systemic poverty create barriers or strain environments for healthy human development? • How does a child's expanding social world (peers, teachers, and school) reshape their self-concept and sense of competence?		

	● What role do adult feedback and environmental expectations play in determining whether a child develops initiative versus guilt, or industry versus inferiority? ● How do schools and social structures systematically influence a child's belief in their own capabilities? ● How do the competing forces of peer group affiliation and individual exploration shape a cohesive personal identity? ● In what ways do biological changes (like pubertal development) interact with changing social expectations to complicate identity resolution? ● How do the boundaries of interpersonal relationships shift as an individual transitions from reliance on a peer group to forming intimate, long-term partnerships? ● How do adults successfully balance the desire to contribute to future generations (generativity) with the risks of self-absorption and stagnation? ● How does an individual's evaluation of their life choices during late adulthood lead to either a sense of ego integrity or overwhelming despair? ● In what ways do changing social roles, retirement, and physical aging reshape an adult's sense of confidence and connection to society? ● How does an individual's confrontation with mortality influence their ongoing psychosocial development and perspective on life? ● In what ways do diverse cultural traditions, rituals, and societal expectations shape how a family system navigates the process of dying and bereavement? ● How do varying patterns of grief and bereavement impact a person's psychological growth and long-term socio-emotional well-being after a major life loss?
Course Enduring Understandings:	● Human development is an integrated process driven by the continuous interplay of biological readiness, psychological processing, and societal systems. ● The psychological resolutions built during infancy and toddlerhood (e.g., trust and autonomy) act as structural cornerstones that heavily dictate success in later psychosocial stages. ● Socioeconomic status and early environment have structural, lifelong impacts on an individual's physical, social, and emotional trajectory. ● Growth during the preschool and school-age years is heavily dictated by a child's transition from a

	family-centric universe to a broader societal and institutional network. ● Success in building a sense of purpose and industry relies on opportunities for meaningful play, social interaction, and constructive feedback. ● The school environment acts as a primary environmental force that can either reinforce a child's sense of industry or foster feelings of inferiority and inadequacy. ● Formulating a cohesive personal identity requires an individual to synthesize their unique personal values, biological changes, and evolving societal roles. ● Peer groups and social affiliations act as a primary environmental force during adolescence, serving as both a crucial support system and a source of intense psychosocial pressure. ● The ongoing tension between the need to belong to a group and the drive to establish an independent identity is a necessary catalyst for mature psychological growth. ● Adulthood requires a psychological shift toward legacy, mentorship, and contributing to the growth of others to avoid personal stagnation. ● Confronting death and mortality presents one of the most profound challenges to human meaning-making, serving as a critical catalyst for late-stage psychosocial growth. ● Death-related rituals and end-of-life care are deeply embedded within a family's cultural, spiritual, and social identity. ● Bereavement is a complex, long-term process of emotional adjustment that depends heavily on the context of the loss and the individual's supportive ecosystem. ● Achieving ego integrity involves a comprehensive, honest review of one's life story, accepting both successes and failures as necessary components of wisdom. ● Human development is a lifelong process; psychological vulnerability or resilience continues to adapt in response to late-life transitions, loss, and changing societal expectations.	
Duration: **Credit:**	☐ Semester ☑ Full-Year	☐ 0.5 Credit(s) ☑ 1.0 Credit(s) ☐ 1.5 Credit(s) ☐ N/A
Course	Individual and Family Development; A Psychosocial Approach by Newman and Newman	

Materials/Resources:	Current Research, Articles, Videos
FPS Course Academic Expectation(s):	☑ Exploring and Understanding (EU) ☑ Synthesizing and Evaluating (SE) ☐ Creating and Constructing (CC) ☐ Conveying Ideas (CI) ☐ Collaborating Strategically (CS) ☐ Using Communication Tools (UCT)
Year at a Glance (Units):	**Unit 1**: Foundations of Trust and Autonomy (Infancy to Early Childhood) (~10 weeks) **Unit 2:** Purpose and Industry (Preschool to School Age) (~8 weeks) **Unit 3:** Identity and Relationships (Adolescence to Young Adulthood) (~8 weeks) **Unit 4:** Legacy and Reflection (Middle to Late Adulthood) (~10 weeks) **Unit 5:** Death and Bereavement (~4 weeks)

Unit Number and Title:	**Unit 1:** Foundations of Trust and Autonomy (Infancy to Early Childhood)
Duration:	~10 weeks
Resource(s):	Individual and Family Development; A Psychosocial Approach, Newman and Newman Current research, articles, videos, and other media sources
Unit Overview:	This unit explores the first two stages of Erikson's Theory: trust versus mistrust and autonomy versus shame and doubt.
Standard(s):	**Area of Study 12.0 Human Development** **12.1.1:** Analyze physical, emotional, social, moral, and cognitive development. **12.2.1:** Analyze the influences of heredity and environment on human growth and development. **12.2.2:** Analyze the influences of social, economic, and technological forces on individual growth and development. **12.2.3:** Analyze the influences of life events on individuals' physical, emotional, moral, and cognitive development.
Essential Question(s):	● How do biological, psychological, and societal systems interact to shape an individual's unique developmental path? ● How do the earliest psychosocial resolutions (such as establishing trust or building autonomy) create a framework for future life stages? ● In what specific ways do economic disparities and systemic poverty create barriers or strain environments for healthy human development?
Enduring Understanding(s):	● Human development is an integrated process driven by the continuous interplay of biological readiness, psychological processing, and societal systems. ● The psychological resolutions built during infancy and toddlerhood (e.g., trust and autonomy) act as structural cornerstones that heavily dictate success in later psychosocial stages.

	● Socioeconomic status and early environment have structural, lifelong impacts on an individual's physical, social, and emotional trajectory.
Learning Goal(s): *Students will know and will be able to use their learning to:* (Content/ Skills)	**Content:** (Students will know…) ● the core tenets of Erik Erikson's Psychosocial Theory, specifically the structural components of Stage 1 (*Trust vs. Mistrust*) and Stage 2 (*Autonomy vs. Shame and Doubt*). ● how the three primary systems—biological, psychological, and societal—interact to drive human growth and define an individual's developmental trajectory. ● the defining characteristics of systemic poverty and the specific pathways through which socioeconomic status acts as an environmental force on physical, cognitive, and socio-emotional development. **Skills:** (Students will be able to…) ● analyze real-world case studies or developmental scenarios to identify whether an infant or toddler is successfully resolving psychosocial crises toward trust/autonomy or mistrust/shame. ● evaluate the compounding effects of socioeconomic strain on a family system and predict potential developmental hurdles or outcomes for children in those environments. ● formulate evidence-based intervention strategies or supportive practices that educators, childcare professionals, or human services workers can implement to foster autonomy and trust despite challenging environmental forces.

Unit Number and Title:	**Unit 2:** Purpose and Industry (Preschool to School Age)
Duration:	~8 weeks
Resource(s):	Individual and Family Development; A Psychosocial Approach, Newman and Newman Current research, articles, videos, and other media sources
Unit Overview:	Focusing on initiative versus guilt and industry versus inferiority, this unit looks at the child's expanding social world. We investigate how children begin to assert power through play and social interaction, and how the school environment influences their sense of competence.
Learning Goals	
Standard(s):	**Area of Study 12.0 Human Development** **12.1.1:** Analyze physical, emotional, social, moral, and cognitive development. **12.1.3:** Analyze role of biological and environmental factors on development. **12.2.1:** Analyze the influences of heredity and environment on human growth and development. **12.2.2:** Analyze the influences of social, economic, and technological forces on individual growth and development *(highly relevant for the school environment and expanding social circles)*.
Essential Question(s):	● How does a child's expanding social world (i.e., peers, teachers, and school) reshape their self-concept and sense of competence? ● What role do adult feedback and environmental expectations play in determining whether a child develops initiative versus guilt, or industry versus inferiority? ● How do schools and social structures systematically influence a child's belief in their own capabilities?
Enduring Understanding(s):	● Growth during the preschool and school-age years is heavily dictated by a child's transition from a family-centric universe to a broader societal and institutional network. ● Success in building a sense of purpose and industry relies on opportunities for meaningful play, social interaction, and constructive feedback.

	● The school environment acts as a primary environmental force that can either reinforce a child's sense of industry or foster feelings of inferiority and inadequacy.
Learning Goal(s): *Students will know and will be able to use their learning to:* (Content/ Skills)	**Content:** (Students will know…) ● the defining features of Erikson's Stage 3 (initiative vs. guilt) and Stage 4 (industry vs. inferiority). ● how the shift from home to the school environment alters a child's cognitive, moral, and social demands. ● the psychological impact of peer comparison, grading structures, and social feedback on a child's developing self-esteem. **Skills:** (Students will be able to…) ● compare and contrast how initiative is fostered in preschool settings versus how industry is cultivated in elementary school settings. ● evaluate classroom environments or case studies to identify factors that support a child's sense of mastery and competence versus factors that trigger inferiority. ● design an ideal learning activity or socialization plan that effectively minimizes feelings of guilt/inferiority while maximizing a child's sense of purpose and industry.

Unit Number and Title:	**Unit 3:** Identity and Relationships (Adolescence to Early Adulthood)
Duration:	~8 weeks
Resource(s):	Individual and Family Development; A Psychosocial Approach, Newman and Newman Current research, articles, videos, and other media sources
Unit Overview:	This unit tackles the pivotal stage of identity versus role confusion, followed by intimacy versus isolation. Students will reflect on the search for self, the impact of cliques, and the vulnerability required to form deep adult bonds.
Learning Goals	
Standard(s):	**Area of Study 12.0 Human Development** **12.1.1:** Analyze physical, emotional, social, moral, and cognitive development. **12.2.3:** Analyze the influences of life events on individuals' physical, emotional, moral, and cognitive development. **Area of Study 13.0 Interpersonal Relationships** **13.1.1:** Analyze processes for building and maintaining healthy interpersonal relationships. **13.1.2:** Predict physical, emotional, and social outcomes of relationships. **13.1.6:** Analyze the impact of various stages of relationships on individuals.
Essential Question(s):	● How do the competing forces of peer group affiliation and individual exploration shape a cohesive personal identity? ● In what ways do biological changes (like pubertal development) interact with changing social expectations to complicate identity resolution? ● How do the boundaries of interpersonal relationships shift as an individual transitions from reliance on a peer group to forming intimate, long-term partnerships?

Unit Number and Title:	**Unit 4:** Legacy and Reflection (Middle to Elderhood)
Duration:	~10 weeks
Resource(s):	Individual and Family Development; A Psychosocial Approach, Newman and Newman Current research, articles, videos, and other media sources
Unit Overview:	This unit covers generativity versus stagnation, integrity versus despair, and confidence versus diffidence. We examine how adults contribute to the next generation and how, in the final stages of life, individuals look back to find meaning and wisdom.
Learning Goals	
Standard(s):	**Area of Study 12.0 Human Development** **12.1.1:** Analyze physical, emotional, social, moral, and cognitive development. **12.1.2:** Analyze interrelationships among physical, emotional, social, moral, and cognitive development across the lifespan. **12.2.3:** Analyze the influences of life events on individuals' physical, emotional, moral, and cognitive development. **Area of Study 13.0 Interpersonal Relationships** **13.1.6:** Analyze the impact of various stages of relationships on individuals.
Essential Question(s):	● How do adults successfully balance the desire to contribute to future generations (generativity) with the risks of self-absorption and stagnation? ● How does an individual's evaluation of their life choices during late adulthood lead to either a sense of ego integrity or overwhelming despair? ● In what ways do changing social roles, retirement, and physical aging reshape an adult's sense of confidence and connection to society?

Enduring Understanding(s):	● Adulthood requires a psychological shift toward legacy, mentorship, and contributing to the growth of others to avoid personal stagnation. ● Achieving ego integrity involves a comprehensive, honest review of one's life story, accepting both successes and failures as necessary components of wisdom. ● Human development is a lifelong process; psychological vulnerability or resilience continues to adapt in response to late-life transitions, loss, and changing societal expectations.
Learning Goal(s): *Students will know and will be able to use their learning to:* (Content/ Skills)	**Content:** (Students will know…) ● the core psychosocial crises of middle and late adulthood, specifically Erikson's generativity vs. stagnation and integrity vs. despair, alongside Newman and Newman's confidence vs. diffidence. ● the role of legacy, generative actions (e.g., parenting, career mentorship, community leadership), and lifestyle transitions (e.g., retirement, caregiving) in adult satisfaction. ● how systemic and environmental factors (e.g., healthcare access, ageism, family support structures) impact aging populations. **Skills:** (Students will be able to…) ● analyze life-review narratives or case studies of older adults to identify markers of integrity versus despair. ● evaluate the effectiveness of workplace, community, or familial environments in supporting an adult's drive for generativity. ● formulate policy recommendations or community programs designed to foster confidence and mitigate social isolation among aging demographics.

Unit Number and Title:	**Unit 5:** Death and Bereavement
Duration:	~4 weeks
Resource(s):	Individual and Family Development; A Psychosocial Approach, Newman and Newman Current research, articles, videos, and other media sources
Unit Overview:	This unit explores the final stage of the life cycle, focusing on the psychological, social, and cultural dimensions of death, dying, and bereavement. Utilizing a psychosocial approach, students will analyze how individuals navigate their own mortality and how families and communities experience and process grief. Central to this unit is the examination of cultural variations in end-of-life rituals, the emotional stages of processing loss, and the structural support systems available to grieving individuals. Students will evaluate how healthy coping mechanisms and community resources can mitigate the risks of prolonged isolation, ultimately understanding death not just as a biological event, but as a profound developmental milestone for both the individual and the family system.
Learning Goals	
Standard(s):	**Area of Study 6.0 Family Comprehensive Standard** **6.1.4:** Analyze the role of family in teaching culture and traditions across the life span. **6.1.6:** Analyze the effects of change and transitions over the life course. **6.2.2:** Analyze the effects of social and cultural diversity on individuals and families. **Area of Study 12.0 Human Development** **12.1.2:** Analyze interrelationships among physical, emotional, social, moral, and cognitive aspects of human growth and development. **12.2.3:** Analyze the influences of life events on individuals' physical, emotional, moral, and cognitive development.
Essential Question(s):	• How does an individual's confrontation with mortality influence their ongoing psychosocial development and perspective on life?

	● In what ways do diverse cultural traditions, rituals, and societal expectations shape how a family system navigates the process of dying and bereavement? ● How do varying patterns of grief and bereavement impact a person's psychological growth and long-term socio-emotional well-being after a major life loss?
Enduring Understanding(s):	● Confronting death and mortality presents one of the most profound challenges to human meaning-making, serving as a critical catalyst for late-stage psychosocial growth. ● Death-related rituals and end-of-life care are deeply embedded within a family's cultural, spiritual, and social identity. ● Bereavement is a complex, long-term process of emotional adjustment that depends heavily on the context of the loss and the individual's supportive ecosystem.
Learning Goal(s): *Students will know and will be able to use their learning to:* (Content/ Skills)	**Content:** (Students will know…) ● how the awareness of mortality influences psychological adaptations and legacy-building over the life course. ● the distinct physical, legal, and ethical dimensions involved in the modern process of dying (e.g., palliative care, hospice, patient autonomy). ● the diversity of cultural, religious, and historical rituals associated with mourning and honoring the deceased. ● the psychological mechanics of bereavement, including different coping frameworks, coping with ambiguous loss, and the distinction between typical and prolonged grief. **Skills:** (Students will be able to…) ● analyze how historical shifts and institutional changes have transformed the modern ideal of a "good death" and patient voice. ● compare and contrast death-related rituals across multiple cultures and evaluate how they support the family system through crisis.

	● evaluate different patterns of bereavement based on case-study contexts (e.g., sudden loss vs. anticipated loss) and map out healthy paths toward psychosocial growth.