Wallingford Public Schools - HIGH SCHOOL COURSE OUTLINE	

Course Title: Individual and Family Development	**Course Number**: 6201
Department: Family and Consumer Science	**Grade(s)**: 11 - 12
Level(s): Honors	**Credit**: 1

Course Description

The Individual and Family Development course will address the development of the individual and the family throughout the life span. In particular, the course will focus on the developing individual within the context of the family system and changes that occur in the family systems over time. Guest speakers, shadowing, and internship opportunities will occur throughout the year in places such as local preschools, daycares, elementary and middle schools, hospitals, and the Wallingford Senior Center.

Students enrolled in this course can receive three college credits through the University of Connecticut Early College Experience (ECE) program. To receive University of Connecticut credit, students must earn a minimum of a C. Individual and Family Development is a required course of all Education, Nursing, Family and Consumer Science Education and Family Studies majors at the University of Connecticut.

Required Instructional Materials	**Completion/Revision Date**
Development Through Life: A Psychosocial Approach, Newman and Newman (2003) Life Span Development "A Case Book" Newman and Newman (2002)	Revisions Approved by Board of Education on March 19, 2007

Mission Statement of the Curriculum Management Team
The mission of the Career and Technical Education Curriculum Management Team is to ensure that students, as a result of their experiences in K-12, will demonstrate transferable skills, knowledge, and attributes for successful life management, employment, career development, post-secondary educational opportunities, and life long learning.

Enduring Understandings for the Course
• Growth (physical, social, emotional, cognitive and moral) occurs throughout the lifespan.
• Individuals' lives show continuity and change.
• A person functions in an integrated manner drawing on physical, cognitive, social & emotional competencies. .
• Behavior must be understood in the context of relevant settings and relationships.
• People contribute actively to their development through their choices, goals and preferences.

LEARNING STRAND	
1.0 Development Through Life Perspective	
ENDURING UNDERSTANDING(S)	**ESSENTIAL QUESTION(S)**
• Growth (physical, social, emotional, cognitive, and moral) occurs throughout the lifespan. • Individuals' lives show continuity and change. • A person functions in an integrated manner drawing on physical, cognitive, social & emotional competencies. • Behavior must be understood in the context of relevant settings and relationships. • People contribute actively to their development through their choices, goals and preferences.	• How should concepts and assumptions guide us to think about the stages of the lifespan? • What does it mean to be young or old? • What factors account for the transition from childhood to adolescence and adolescence to adulthood? • How do people stay the same and/or change from stage to stage? • How does psycho-social theory account for stability and change across the lifespan? • How do individuals acquire the coping strategies they use most frequently as they accomplish each developmental task? • What is the role of adaptation and flexibility throughout the lifecycle? • How does developmental theory impact our understanding of lifespan issues?
LEARNING OBJECTIVES The student will:	**INSTRUCTIONAL SUPPORT MATERIALS**
1.1 Introduce the basic assumptions that underlie the organization and focus of the text. 1.2 Identify the psycho-social approach including the interrelationships among the biological, psychological, and societal systems. 1.3 Identify historical changes and life expectancy and examine the implication of these changes for the study of development over the lifespan. 1.4 Define the concept of theory and explain how one makes use of theories to increase understanding. 1.5 Define the six basic concepts related to psycho-social theory. 1.6 Demonstrate how the concept of psycho-social theory contributes to an analysis of basic processes that foster or inhibit development over the lifespan. 1.7 Evaluate psycho-social theory pointing out its strengths and weaknesses. 1.8 Review the basic concepts of the seven major theories that have guided research	• Current periodicals such as Parenting, AARP, Better Health, Harvard Health Newsletter • Guidelines from national organizations such as: NAEYC (National Association for the Education of Young Children), AAFCS (American Association of Family & Consumer Science), AARP (American Association of Retired Peoples), etc. • Brochures and pamphlets from a variety of hospital, medical and community organizations such as: Mid-State Medical Center, YMCA, VNA (Visiting Nurses Association), Masonicare, Wallingford Senior Center • University of Connecticut, Department of Family Studies. • Related audio-visuals published by March of Dimes, Magna Systems, etc. • Integration of FCCLA (Family Career and Community Leaders of America) concepts, strategies and tools. • Local preschools, elementary and middle schools.

in the study of human development.

1.9 Examine implications of each theory in the study of human development.

1.10 Clarify the links between each theory and psycho-social theory.

- InfoTrac College Edition – online library (http://infotrac-college.com)
- NPR (National Public Radio) and CNN video clips

SUGGESTED INSTRUCTIONAL STRATEGIES

- Timeline - Theorists
- K-W-L (Know-Want to Know-Learned) chart i.e. on the Basic Assumptions.
- Family scrapbook (see addendum)
- Web quest – Life Expectancy Rates
- Case studies – i.e. Patrick Jonathan Carmichael (101 years old)
- Guest speakers
- Related audio-visuals – "Having Our Say: The Delaney Sisters, the First Hundred Years".
- Theory development project – Students will create a whimsical theory based on theory development.

SUGGESTED ASSESSMENT METHODS

- Tests & quizzes.
- Persuasive writing.
- Homework
- Class participation.
- Research papers with related rubric
- Writing assignments using real-life situation prompts and/or essential questions.

LEARNING STRAND

2.0 Pregnancy, Prenatal Development, Infancy and Toddler.

ENDURING UNDERSTANDING(S)	ESSENTIAL QUESTION(S)
• Growth occurs at every period of life. • Individuals' lives show continuity and change. • A person functions in an integrated manner drawing on physical, cognitive, social & emotional competencies. • Behavior must be understood in the context of relevant settings and relationships. • People contribute actively to their development through their choices, goals and preferences.	• What are the ethical considerations surrounding genetic technology as it relates to human reproduction? • How does the nature v. nurture controversy impact traits, talents and academic or social accomplishments? • To what extent should women be considered legally liable for the kind of environment they provide for their developing fetus? • In what ways might the development of trust or mistrust impact life at later stages? • How do parental decisions made at birth affect infant development? • How do patterns of infant care (i.e., feeding, how the infant is carried, encouragement or discouragement from exploration and social exploration, use of language) reflect cultural values and beliefs? • How can we influence the health of a pregnancy? • How do caregiver behaviors impact development in children?
LEARNING OBJECTIVES – The student will: 2.1 Describe the process through which genetic information is transmitted from one generation to the next. 2.2 Identify the contributions of genetic factors and their role in controlling development, their contributions to individual traits, and the genetic sources of abnormalities. 2.3 Trace fetal development through three trimesters of pregnancy, including and understanding of critical periods of sensitivity to agents that may interfere with normal fetal development. 2.4 To describe the birth process and factors that contributes to infant mortality. 2.5 Analyze the reciprocity between pregnant woman and the developing fetus. 2.6 Examine the impact of culture on pregnancy and child birth.	**INSTRUCTIONAL SUPPORT MATERIALS** • Current periodicals such as Parenting, AARP, Better Health, Harvard Health Newsletter • Guidelines from national organizations such as: NAEYC (National Association for the Education of Young Children), AAFCS (American Association of Family & Consumer Science), AARP (American Association of Retired Peoples), etc. • Brochures and pamphlets from a variety of hospital, medical and community organizations such as: Mid-State Medical Center, YMCA, VNA (Visiting Nurses Association), Masonicare, Wallingford Senior Center • University of Connecticut, Department of Family Studies. • Related audio-visuals published by March

2.7 Identify important milestones in the maturation of the sensory motor-system. 2.8 Define social attachment as the process through which infants develop strong emotional bonds. 2.9 Describe the development of sensory-motor intelligence. 2.10 Examine how infants understand the properties of objects. 2.11 Examine the nature of emotional development. 2.12 Explain the psycho-social crisis of trust vs. mistrust. 2.13 Evaluate the critical role of parent and caregiver during infancy. 2.14 Describe the expansion of locomotor skills during the toddler period. 2.15 Document accomplishments in language development. 2.16 Describe major influences of interactive experiences. 2.17 Examine the development of fantasy play and its importance for cognitive development. 2.18 Explain the psycho-social crisis of autonomy vs. shame and doubt. 2.19 Explain the central process of imitation, 2.20 Explain the core adaptive ego of strength and will. 2.21 Explain the core pathology of compulsion.	of Dimes, Magna Systems, etc. • Integration of FCCLA (Family Career and Community Leaders of America) concepts, strategies and tools. • Local preschools, elementary and middle schools • InfoTrac College Edition – online library (http://infotrac-college.com) • NPR (National Public Radio) and CNN video clips **SUGGESTED INSTRUCTIONAL STRATEGIES** • Debate genetic technology • Timeline on fetal growth & development • Video streaming and clips – 'CNN Today'; Lifespan Development, Gene Therapy, Genetic Screening; Prenatal Testing • K-W-L chart – Factors that contribute to infant mortality • Family scrapbook (see addendum) • Web quest – Human reproductive technology • Case studies – Having a child with genetic anomalies • Guest speakers - VNA • Field trips –Mid-State Hospital • Related audio-visuals – Miracle of Life • Graphic organizers **SUGGESTED ASSESSMENT METHODS** • Tests & quizzes. • Persuasive writing. • Homework • Class participation. • Research papers with related rubric • Writing assignments using real-life situation prompts and/or essential questions.

LEARNING STRAND

3.0 The School-Age Child Through Early Adolescence

ENDURING UNDERSTANDING(S)	ESSENTIAL QUESTION(S)
• Growth occurs at every period of life. • Individuals' lives show continuity and change. • A person functions in an integrated manner drawing on physical, cognitive, social & emotional competencies. • Behavior must be understood in the context of relevant settings and relationships. • People contribute actively to their development through their choices, goals and preferences.	• How does the nature vs. nurture controversy impact traits, talents and academic or social accomplishments? • How do patterns of parenting reflect cultural values and beliefs? • What are some of the implications of sex-segregated play for the development of gender roles, attitudes and behavior? • What are the effects of exposure to violence and sexuality (the media, bullying, domestic violence, etc.) on development? • To what extent does our culture support the development of empathy?

LEARNING OBJECTIVES – The student will:	INSTRUCTIONAL SUPPORT MATERIALS
3.1 Describe the process of gender identification during early school age and its importance for the way a child interprets his/her experiences. 3.2 Describe the process of early moral development. 3.3 Explore the transition to more complex group play and the process of friendship development in early school years. 3.4 Explain the psycho-social crisis of initiative vs. guilt. 3.5 Explain the central process of identification. 3.6 Explain the prime adaptive ego function of purpose. 3.7 Explain the core pathology of inhibition. 3.8 Consider social expectations for school readiness. 3.9 Clarify the role of friendship in helping children to take the point of view of others. 3.10 Describe the development of concrete operational thought. 3.11 Explore learning of complex skills such as reading. 3.12 Analyze the development of self esteem. 3.13 Describe the complexity of play as children participate in team sports and	• Current periodicals such as Parenting, AARP, Better Health, Harvard Health Newsletter • Guidelines from national organizations such as: NAEYC (National Association for the Education of Young Children), AAFCS (American Association of Family & Consumer Science), AARP (American Association of Retired Peoples), etc. • Brochures and pamphlets from a variety of hospital, medical and community organizations such as: Mid-State Medical Center, YMCA, VNA (Visiting Nurses Association), Masonicare, Wallingford Senior Center • University of Connecticut, Department of Family Studies. • Related audio-visuals published by March of Dimes, Magna Systems, etc. • Integration of FCCLA (Family Career and Community Leaders of America) concepts, strategies and tools. • Local preschools, elementary and middle schools • InfoTrac College Edition – online library (http://infotrac-college.com) **SUGGESTED INSTRUCTIONAL STRATEGIES** • Debates - Effects(this is correct) of television

athletic competition.

3.14 Explain the psycho-social crisis of industry vs. inferiority, the central process of education, the prime adaptive ego quality of competence and the core pathology of inertia.

3.15 Explore the impact of exposure to violence on development during middle childhood.

3.16 Describe the patterns of physical maturation during puberty including an analysis of the impact of early and late maturing on self concept and social relationships.

3.17 Introduce the basic features of formal operational thought.

3.18 Examine patterns of emotional development in early adolescence.

3.19 Describe the further evolution of peer relations in early adolescence, especially the formation of cliques and crowds and contrast the impact of peers and parents

3.20 Describe the psycho-social crisis of early adolescence group identity vs. alienation.

3.21 Describe the central process of peer pressure

3.22 Describe the prime adaptive ego quality of fidelity to others.

3.23 Describe the core pathology of isolation.

3.24 Review the patterns of adolescent alcohol and drug use.

on children; school readiness
• Timeline – Critical developmental crises
• Video streaming and clips – Alternative family situations, Sesame Street, Learning language etc.
• K-W-L chart
• Family scrapbook (see addendum)
• Web quest – Learning disorders, Nutrition and learning
• School readiness
• Case studies – 'School Killing in First Grade'
• Guest speakers – School social worker for gender identity
• Field trips – Shadowing at elementary and middle schools
• Related audio-visuals-Magna Systems, Physical, social, emotional, cognitive development.
• Graphic organizers

SUGGESTED ASSESSMENT METHODS
• Tests & quizzes.
• Persuasive writing.
• Homework
• Class participation.
• Research papers with related rubric
• Writing assignments using real-life situation prompts and/or essential questions.

LEARNING STRAND
4.0 Late Adolescence Through Early Adulthood

ENDURING UNDERSTANDING(S)	**ESSENTIAL QUESTION(S)**
• Growth occurs at every period of life. • Individuals' lives show continuity and change. • A person functions in an integrated manner drawing on physical, cognitive, social & emotional competencies. • Behavior must be understood in the context of relevant settings and relationships. • People contribute actively to their development through their choices, goals and preferences.	• How does going away to college change a relationship between the young adult and the parent? • How are changes in the young adult/parent relationship linked to entering the world of work? • How does culture affect the level of autonomy? • What outside influences challenge moral development, judgment and outlook of a young adult? • What aspects of gender socialization might influence student's career aspirations? • Should cohabitation be considered an alternative to marriage, a form of single hood, or stage prior to marriage? • Why do so many people get divorced?
LEARNING OBJECTIVES – The student will: 4.1 Examine the concept of autonomy from parents and the conditions under which it is likely to be achieved. 4.2 Trace the development of gender identity during adolescence. 4.3 Describe the development of morality in later adolescence. 4.4 Analyze the process of career choice with attention to education and gender role socialization as two major influential factors. 4.5 Describe the psycho-social crisis of individual identity vs. identity confusion. 4.6 Describe the essential process, role experimentation. 4.7 Describe the prime adaptive ego quality of fidelity and ideals. 4.8 Describe the core pathology of repudiation. 4.9 Examine some of the challenges of social life in later adolescence that may result in high risk behaviors. 4.10 Analyze the process of forming intimate	**INSTRUCTIONAL SUPPORT MATERIALS** • Current periodicals such as Parenting, AARP, Better Health, Harvard Health Newsletter • Guidelines from national organizations such as: NAEYC (National Association for the Education of Young Children), AAFCS (American Association of Family & Consumer Science), AARP (American Association of Retired Peoples), etc. • Brochures and pamphlets from a variety of hospital, medical and community organizations such as: Mid-State Medical Center, YMCA, VNA (Visiting Nurses Association), Masonicare, Wallingford Senior Center • University of Connecticut, Department of Family Studies. • Related audio-visuals published by March of Dimes, Magna Systems, etc. • Integration of FCCLA (Family Career and Community Leaders of America) concepts, strategies and tools. • Local preschools, elementary and middle schools

relationships.

4.11   Describe the factors associated with the decision to have children.

4.12   Explore the concept of work as a stimulus for psychological development in early adulthood.

4.13   Examine the concept of lifestyle as an expression of individual identity.

4.14   Describe the psycho-social crisis of intimacy vs. isolation;

4.15   Describe the central process of mutuality among peers;

4.16   Describe the prime adaptive ego quality of love.

4.17   Describe the core pathology of exclusivity.

4.18   Analyze divorce as a life stressor in early adulthood.

- InfoTrac College Edition – online library (http://infotrac-college.com)
- NPR (National Public Radio) and CNN video clips

SUGGESTED INSTRUCTIONAL STRATEGIES

- Debates-Work vs. College
- Timeline-Development of gender identity
- Video streaming and clips-Transition to adulthood and choosing career, binge drinking, adult women juggling roles.
- K-W-L chart
- Family scrapbook (see addendum)
- Web quest- Career Web Quest
- Case studies-Life Span Development case book
- Guest speakers-Stonewall speakers/sexual orientation.
- Field trips-college campus, CT. Job Works
- Related audio-visuals published by Magna Systems i.e. Physical Development
- Graphic organizers

SUGGESTED ASSESSMENT METHODS

- Tests & quizzes.
- Persuasive writing.
- Homework
- Class participation.
- Research papers with related rubric
- Writing assignments using real-life situation prompts and/or essential questions.

LEARNING STRAND

5.0 Middle Adulthood Through the Elderly.

ENDURING UNDERSTANDING(S)	ESSENTIAL QUESTION(S)
• Growth occurs at every period of life. • Individuals' lives show continuity and change. • A person functions in an integrated manner drawing on physical, cognitive, social & emotional competencies. • Behavior must be understood in the context of relevant settings and relationships. • People contribute actively to their development through their choices, goals and preferences.	• What conflicts exist between management of a career and nurturing an intimate relationship? • How does parenting and caring for aging parents influence and affect mental health? • What are some of the strains of these different roles? • How might the way one was parented influence ones ability and willingness to participate in the challenges of later life, i.e. parenting, grand parenting and caring for ones' aging parents? • What impact might unemployment, underemployment or a hostile work environment have on a person's ability to make progress on the developmental tasks of later adulthood? • How does work structure life? • How is enjoyment in the world of work related to a positive adaptation to retirement? • How do rituals surrounding death contribute to a continuing sense of community? • How will technology continue to change the quality of life for the elderly?
LEARNING OBJECTIVES – The student will: 5.1 Examine the world of work as a context of development. 5.2 Examine the process of maintaining a vital intimate relationship in middle adulthood 5.3 Describe 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. 5.4 Analyze the broad range of tasks required for the effective management of the household. 5.5 Explain the psychosocial crisis of generativity v. stagnation 5.6 Explain the central process of person/environment and creativity 5.7 Explain the prime adaptive ego quality of	**INSTRUCTIONAL SUPPORT MATERIALS** • Current periodicals such as Parenting, AARP, Better Health, Harvard Health Newsletter • Guidelines from national organizations such as: NAEYC (National Association for the Education of Young Children), AAFCS (American Association of Family & Consumer Science), AARP (American Association of Retired Peoples), etc. • Brochures and pamphlets from a variety of hospital, medical and community organizations such as: Mid-State Medical Center, YMCA, VNA (Visiting Nurses Association), Masonicare, Wallingford Senior Center • University of Connecticut, Department of Family Studies. • Related audio-visuals published by March of

strength of care
5.8 Explain the core pathology of rejectivity.
5.9 Apply a psycho-social analysis to the issue of discrimination in the workplace.
5.10 Explore the construct of life satisfaction in later adulthood.
5.11 Describe factors that promote intellectual vigor.
5.12 Examine the process of redirecting energy to new roles and activity during later adulthood.
5.13 Describe the development of a point of view about death.
5.14 Explain the psycho-social crisis of integrity v. despair; the central process of introspection; the prime adaptive ego quality of wisdom and the core pathology of disdain.
5.15 Apply theory and research to understanding the process of adjustment to retirement in later adulthood.
5.16 Identify 'very old age' as a unique developmental period.
5.17 Describe some of the physical changes associated with aging such as fitness, behavioral slowing, sensory changes, and vulnerability to illness.
5.18 Explore elements of the lifestyle structure for the elderly especially living arrangements and gender role behaviors.
5.19 Explore the psycho-social crisis of immortality v. extinction.
5.20 Explore the central process of social support.
5.21 Explore the prime adaptive ego quality of confidence.
5.22 Explore the core pathology of diffidence

Dimes, Magna Systems, etc.
- Integration of FCCLA (Family Career and Community Leaders of America) concepts, strategies and tools.
- Local preschools, elementary and middle schools
- InfoTrac College Edition – online library (http://infotrac-college.com)
- NPR (National Public Radio) and CNN video clips

SUGGESTED INSTRUCTIONAL STRATEGIES
- Debates-Living arrangements
- K-W-L chart
- Family scrapbook (see addendum)
- Web quest-The living arrangements
- Case studies-See Textbook
- Guest speakers-South Central Agency on Aging, Wallingford Senior Center, Occupational Therapists
- Field trips-Masonic Care, Wallingford Senior Center, Funeral Home
- Related audio-visuals published by Magna Systems such as Death and dying, The Social Convoy
- Graphic organizers

SUGGESTED ASSESSMENT METHODS
- Tests & quizzes.
- Persuasive writing.
- Homework
- Class participation.
- Research papers with related rubric
- Writing assignments using real-life situation prompts and/or essential questions.

ADDENDUM

www.naeyc.org
http://www2.acf.dhhs.gov/programs/hsb/about/index.htm
http://www.aap.org/
http://www.cdc.gov/health/nfantsmenu.htm
http://www.kidshealth.org/
http://www.ag.uiud.edu/~disaster/disaster.html
http://nrc.uchsec.edu/
http://www.fns.usda.gov/cnd/care/cacfp/
http://www.earlyliterature.ecsd.net/
http://www.usdoj.gov/crt/ada/adahom1.htm
http://www.aarp.org/
www.aoa.gov/
http://www.aoa.gov/factsheets/abuse.html
www.ncoa.org/nadsa/guide_2_ADS.htm
www.aarp.org/getans/consumer/grandparents.html
www.aoa.gov/factsheets/grandparents.html
www.gu.org/projg&o.htm

SCRAPBOOK ACROSS THE LIFESPAN

An ongoing assignment from chapters 6-15 will be to create a "scrapbook page" depicting the stage we are studying. Include a minimum of 5 photos per page. Ideally your photos should be of yourself or family members. As this will not always be possible, you may also look to other sources for your photos.

Instructions:

1. Place your photos (or scan them) onto a standard 8 ½ by 11 page.
2. On the back of the page include the following information (typed):

   A. Name at least 2 of the developmental tasks associated with the stage.
   B. Cite the psychosocial crisis of the stage and give an example.
   C. What is the central process of the stage and give an example of how it is exhibited.
   D. What is the prime adaptive ego quality and how is it exhibited?

Grading:

Photos	15%
Tasks	20%
Psychosocial crisis	20%
Central Process	20%
Prime adaptive ego quality	20%
Organization	5%