

INDIVIDUAL AND FAMILY DEVELOPMENT

Description

This course is designed as an introduction to the field of Human Development and Family Science. This course will provide students with an understanding of individual and family development over the life span. In particular, the course will focus on the developing individual within the context of the family system and the changes that occur in family systems over time. This course will also include an internship component. Students will have the opportunity to apply for the UCONN Early College Experience with dual enrollment.

Course Overview

<p><u>Course Goals</u> Students should:</p>	<p><u>Essential Questions</u></p> <ul style="list-style-type: none"> What traits that contribute to positive and caring relationships are necessary to develop? How does society impact the well being of individuals over time? What factors impact and enhance the developmental needs and interests of children? 	<p><u>Assessments</u> <i>Common Assessments</i> <i>Skill Assessments</i></p>
<p><u>Content Outline</u></p> <ol style="list-style-type: none"> Unit 1 - Perspectives on Individual and Family Development Unit 2 - Pregnancy and Prenatal Development Unit 3 - The First Two Years Unit 4 - Toddlerhood 2-3 Unit 5 - Early School Age 4-6 Unit 6 - Middle Childhood 6-12 Unit 7 – Adolescence Unit 8 - Early Adulthood Unit 9 - Middle Adulthood Unit 10 - Later Adulthood Unit 11 - Very Old Age 	<p><u>Standards</u></p> <p>Family and Consumer Science Standards</p> <p>Connecticut State Standards are met in the following areas:</p> <ul style="list-style-type: none"> <i>Interpersonal Relationships</i> <i>Individual and Family Development</i> <i>Child Development and Parenting Education</i> 	<p><u>Grade Level Skills</u> Students will:</p> <ul style="list-style-type: none"> Skills Matrix

Pacing Guide					
1st Marking Period	2nd Marking Period	3rd Marking Period	4th Marking Period		
September	October	November	December	January	
Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6
<u>Perspectives on Individual and Family Development</u>	<u>Pregnancy and Prenatal Development</u>	<u>The First Two Years</u>	<u>Toddlerhood 2-3</u>	<u>Early School Age 4-6</u>	<u>Middle Childhood 6-12</u>
3 weeks	3 weeks	3 weeks	3 weeks	3 weeks	4 weeks

Pacing Guide				
1st Marking Period	2nd Marking Period	3rd Marking Period	4th Marking Period	
February	March	April	May	June
Unit 7	Unit 8	Unit 9	Unit 10	Unit 11
<u>Adolescence</u>	<u>Early Adulthood</u>	<u>Middle Adulthood</u>	<u>Later Adulthood</u>	<u>Very Old Age</u>
5 weeks	4 weeks	3 weeks	3 weeks	2 weeks

Unit 1 - Perspectives on Individual and Family Development, 3 weeks [top](#)

Standards

Individual and Family Development

Students will examine the impact of society on individuals and families across the life span.

Students will:

- assess strategies that promote growth and development across the life span.

Unit Objectives

Students will be able to:

- identify the psychosocial approach, including the interrelationships among the biological, psychological, and societal systems.
- demonstrate how the concepts of psychosocial theory contribute to an analysis of basic processes that foster or inhibit development over the life span.
- identify historical changes and life expectancy and examine the implications of these changes for the study of development over the lifespan.

Essential Question

- How does society impact the well being of individuals over time?

Focus Question

- How does each theory implicate the study of individual and family development?

Assessments

- PowerPoint presentation on theories
- Journal reflection
- Unit test

Skill Objectives

Students will:

- present the major theories in human development.
- debate the strengths and weaknesses of the psychosocial theory.

Unit 2 – Pregnancy and Prenatal Development, 3 weeks [top](#)

Standards

Individual and Family Development

Students will examine the impact of society on individuals and families across the life span.

Students will:

- analyze principles of human growth and development across the life span.

Unit Objectives

Students will be able to:

- identify the contributions of genetic factors to individuality.
- describe the birth process and factors contributing to infant mortality.
- examine the impact of culture on pregnancy and childbirth.

Essential Question

- How does society impact the well being of individuals over time?

Focus Question

- During conception and pregnancy, how do genetics, actions and lifestyle of the mother and father affect the developing fetus?

Assessments

- PowerPoint presentation on implications of infertility
- Journal reflection on guest speaker
- Unit test

Skill Objectives

Students will:

- map fetal development through three trimesters of pregnancy.
- present implications of infertility on pregnancy.

Unit 3 - The First Two Years, 3 weeks [top](#)

Standards

Child Development and Parenting Education

Students will analyze child growth and development and evaluate the impact of parenting roles and responsibilities on individuals and families.

Students will:

- analyze physical and emotional factors related to the parenting process.

Unit Objectives

Students will be able to:

- identify important milestones in the maturation of the sensory and motor systems.
- define social attachment as process through which infants develop strong emotional bonds with others.
- examine the nature of emotional development, including emotional differentiation, the interpretations of emotions, and emotional regulation.
- evaluate the critical role of parents/caregivers during infancy.

Essential Question

- What factors impact and enhance the developmental needs and interests of children?

Focus Questions

- What is the physical, social, emotional, and intellectual maturation process and it's impact on infants and their caregivers?
- How does the critical role of the parent/caregiver during infancy effect the total development?

Assessments

- Journal Reflection
- Unit Test

Skill Objectives

Students will:

- track the milestones of physical development of an infant to age two.
- interview a first-time parent on their new role.

Unit 4 - Toddlerhood 2-3, 3 weeks [top](#)

Standards

Individual and Family Development

Students will examine the impact of society on individuals and families across the life span.

Students will:

- analyze the impact of family as a system on individuals and society.

Unit Objectives

Students will be able to:

- describe the expansion of physical skills indicating the importance of a stimulating environment as it relates to self-assertion and mastery.
- examine the development of self-control, highlighting strategies children use to help them regulate their actions.
- apply a psychosocial analysis to the topic of childcare, emphasizing the impact of the nature and quality of care on development.

Essential Question

- How does society impact the well being of individuals over time?

Focus Questions

- What is the physical, social, emotional, and intellectual maturation process and it's impact on toddlers and preschoolers and their caregivers?
- How does the critical role of the parent/caregiver during toddlerhood and Preschool effect the total development?

Assessments

- Research project comparing/contrasting two kinds for childcare
- Journal
- Unit test

Skill Objectives

Students will:

- document accomplishments in language development.
- select and evaluate developmentally appropriate toys.

Unit 5 - Early School Age 4-6, 3 weeks [top](#)

Standards

Interpersonal Relationships

Students will demonstrate respectful and caring relationships in the family, school, workplace, and community.

Students will:

- compare personal needs and characteristics and their impact on interpersonal relationships.

Unit Objectives

Students will be able to:

- describe the process of gender identification during early school age.
- explore the transition to more complex group play and the process of friendship development in the early school age years.

Essential Question

- What traits that contribute to positive and caring relationships are necessary to develop?

Focus Questions

- What new opportunities and challenges are presented in Early School Age children?
- What skills and personal characteristics determine school readiness?

Assessments

- Journal
- Unit test

Skill Objectives

Students will:

- develop a school readiness checklist.
- create a language development or physical development activity to use in a preschool setting.
- observe preschoolers engaged in free play in our child development laboratory.
- observe and document four hours of children's television programming.

Unit 6 – Middle Childhood 6-12, 4 weeks [top](#)

Standards

Interpersonal Relationships

Students will demonstrate respectful and caring relationships in the family, school, workplace, and community.

Students will:

- demonstrate communication skills that contribute to positive relationships.

Unit Objectives

Students will be able to:

- describe the development of concrete operational thought and to examine various learning styles.
- describe a new level in complexity in play as children become involved in team sports and athletic competition.
- explore the impact of media and violence on development.

Essential Question

- What traits that contribute to positive and caring relationships are necessary to develop?

Focus Questions

- How does the identification of an individual’s learning style affect the success or failure in school?
- How do friendships affect a child’s social and emotional development?
- How does the exposure to violence and media affect the developing child?

Assessments

- Journal
- Unit test

Skill Objectives

Students will:

- interview a middle childhood student regarding friendships.
- document the pros and cons of organized sports.

Lesson Planning Resources

- Friendship
- Team Play
- Skill Learning
- Exposure to Violence
- Child Prodigy

Suggested Materials/Resources

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Technology Resources

Differentiated Instruction

Enrichment/ELL

Unit 7 – Adolescence, 5 weeks [top](#)

Standards

Interpersonal Relationships

Students will demonstrate respectful and caring relationships in the family, school, workplace, and community.

Students will:

- choose positive coping strategies to deal with difficult situations.

Unit Objectives

Students will be able to:

- describe the patterns of physical maturation during puberty, including an analysis of the impact of early and late maturing on self-concept and social relationships.
- examine patterns of emotional development in early adolescence, including examples of emotional disorders such as, eating disorders, delinquency, and depression.
- review the patterns of adolescent alcohol and drug use.
- examine the concept of autonomy from parents and the conditions under which it is likely to be achieved.
- analyze the process of career choice, with attention to education and gender-role socialization as two major influential factors.

Essential Question

- What traits that contribute to positive and caring relationships are necessary to develop?

Focus Questions

- What is the physical, social, emotional, and intellectual maturation process and it's impact on adolescents?
- What patterns of emotional development in adolescence contribute to emotional disorders?
- What are some of the challenges of social life in adolescence that may result in high risk behavior?
- How does education and gender role socialization influence career choice?

Assessments

- Journal entries
- 5 hours of early adolescent internship
- Analyze results of autonomy interviews

Skill Objectives

Students will:

- interview another generation and compare their autonomy with the autonomy of today's adolescence.
- interact with young adolescents in an out of classroom setting.

Unit 8 – Early Adulthood, 4 weeks [top](#)

Standards

Individual and Family Development

Students will examine the life cycle of individuals and families and evaluate its impact on the well being of society.

Students will:

- illustrate knowledge of diverse perspectives, needs, and characteristics of individuals, families and cultures.

Unit Objectives

Students will be able to:

- analyze the process of forming intimate relationships, including identifying and committing to a long-term relationship, and the challenges one faces in adjusting to the early years of marriage.
- describe the factors associated with the decision to have children and the impact on child rearing on the parental relationship.
- examine the concept of lifestyle with consideration for the pace of life, balancing family and work demands, building a supportive social network, and adopting practices to promote health and fitness.

Essential Question

- How does society impact the well being of individuals over time?

Focus Questions

- What factors need to be considered in forming intimate relationships, and balancing work and family demands in Early Adulthood?
- What factors should be considered with the decision to have children?
- What factors of divorce contribute to life stressors in early adulthood?

Assessment

- Journal

Skill Objectives

Students will:

- forecast their earnings six years from now and plan a yearly budget.
- compare and contrast the day of a working mother and a stay at home mother.

Unit 9 – Middle Adulthood, 3 weeks [top](#)

Standards

Interpersonal Relationships

Students will demonstrate respectful and caring relationships in the family, school, workplace, and community.

Students will:

- differentiate functions and expectations of various types of relationships.

Unit Objectives

Students will be able to:

- examine the world of work focusing on interpersonal demands, possible career changes, and the interaction of work and family life.
- examine the process of maintaining a vital intimate relationship in middle adulthood, especially a commitment to growth, effective communication and creative use of conflict.
- describe the expansion of caring in middle adulthood as it applies to two specific roles: that of parent and that of an adult child caring for one's aging parents.
- analyze the broad range of tasks required for the effective management of the household and the impact on family members.

Essential Question

- What traits that contribute to positive and caring relationships are necessary to develop?

Focus Question

- What are the factors that impact the family systems during Middle Adulthood?

Assessments

- Journal Writing
- Chapter Test

Skill Objectives

Students will:

- interview a working person in middle adulthood to determine challenges in balancing work/home life.
- chart the major life changes that often occur in ages 34-60.

Unit 10 – Later Adulthood, 3 weeks [top](#)

Standards

Interpersonal Relationships

Students will demonstrate respectful and caring relationships in the family, school, workplace, and community.

Students will:

- assess the consequences of personal behavior.

Unit Objectives

Students will be able to:

- explore the construct of life satisfaction in later adulthood and factors associated with subjective well being.
- examine the process of redirecting energy to new roles and activities with special focus on role gain, such as grandparenthood; role loss, such as widowhood; and new opportunities for leisure.

Essential Question

- What traits that contribute to positive and caring relationships are necessary to develop?

Focus Questions

- What are the factors that promote life satisfaction and subjective well being in Later Adulthood?
- What are the major factors that contribute to longevity?
- What are the challenges individuals face in adjusting to retirement?

Assessments

- Report on tutoring experience with an older adult
- Journal writing
- Chapter test

Skill Objectives

Students will:

- project their own retirement years vs. their own grandparents.
- tutor a person between the ages of 60-75 in technology.

Unit 11 – Very Old Age, 2 weeks [top](#)

Standards

Individual and Family Development

Students will examine the impact of society on individuals and families across the life span.

Students will:

- illustrate knowledge of diverse perspectives, needs, and characteristics of individuals, families and cultures.

Unit Objectives

Students will be able to:

- describe the development of a point of view about death.
- develop the concept of an altered perspective on time and history that emerges among the long-lived.
- describe the physical changes associated with aging and the challenges these changes pose for psychosocial well being.
- explore elements of the lifestyle structure for the very old, especially living arrangements and gender role behaviors.

Essential Question

- How does society impact the well being of individuals over time?

Focus Questions

- How do culminating life experiences affect the attitude of the individual in Very Old Age?
- How does the role of mortality shape the psychosocial development of the elderly?

Assessments

- Internship
- Journal
- Chapter Test

Skill Objectives

Students will:

- observe and interact with the elderly in a nursing home setting.
- develop a CD based on popular music from 60-70 years ago that would bring back happy memories to people in very old age.