

Curriculum Development
In the Fairfield Public Schools

FAIRFIELD PUBLIC SCHOOLS
FAIRFIELD, CONNECTICUT

**INDIVIDUAL AND FAMILY
DEVELOPMENT 40**

Board of Education Approved 06/24/2008

INDIVIDUAL AND FAMILY DEVELOPMENT

Statement of Purpose

This course will focus on individual and human development through family interaction, family dynamics, and family functioning. Using a family-system and multigenerational, developmental framework, this course will highlight the challenges faced by contemporary families as they move through time. It will offer a comprehensive overview of major conceptual models that are used to understand the patterns and dynamics that operate in families.

Audience

Grade 12

Prerequisites

Successful completion of Child Development 30, Early Childhood Education 40, and teacher recommendation

Design and 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 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.
- 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.
- 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.
- 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.
- 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.
- 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.
- 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.
- 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.
- 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.
- 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.
- 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.

Skill Objectives

Students will:

- present the major theories in human development.
- debate the strengths and weaknesses of the psychosocial theory.
- map fetal development through three trimesters of pregnancy.
- present implications of infertility on pregnancy.
- track the milestones of physical development of an infant to age two.
- interview a first-time parent on their new role.
- document accomplishments in language development.
- select and evaluate developmentally appropriate toys.
- 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.
- interview a middle childhood student regarding friendships.
- document the pros and cons of organized sports.
- observe and document four hours of children's television programming.
- interview another generation and compare their autonomy with the autonomy of today's adolescence.
- interact with young adolescents in an out of classroom setting.
- 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.
- 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.
- project their own retirement years vs. their own grandparents.
- tutor a person between the ages of 60-75 in technology.
- 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.

Family and Consumer Sciences 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.

Students will compare personal needs and characteristics and their impact on interpersonal relationships.

Students will demonstrate communication skills that contribute to positive relationships.

Students will choose positive coping strategies to deal with difficult situations.

Students will assess the consequences of personal behavior.

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.

Students will evaluate conditions that influence human growth and development.

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

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

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

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.

Information and Technology Standards (to be added)

Essential Questions

- 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?

Focus Questions

- How does each theory implicate the study of individual and family development?
- During conception and pregnancy, how do genetics, actions and lifestyle of the mother and father affect the developing fetus?
- 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?
- 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?
- What new opportunities and challenges are presented in Early School Age children?
- What skills and personal characteristics determine school readiness?
- 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?
- 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?
- 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?
- What are the factors that impact the family systems during Middle Adulthood?
- 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?
- 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?

UNITS of STUDY

Unit 1: Perspectives on Individual and Family Development

Family & Consumer Sciences 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.

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?

Core Topic

Basic concepts of seven major theories and it's implication on human development

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.

Skill Objectives

Students will:

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

Sample Assessments

- PowerPoint presentation on theories
- Journal reflection
- Unit test

Pacing

3 weeks

Unit 2: Pregnancy and Prenatal Development

Family & Consumer Sciences Standard

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.

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?

Core Topics

- Genetics, individual traits and temperament
- Infertility
- The pre-natal environment and fetal development
- The impact of poverty

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.

Skill Objectives

Students will:

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

Sample Assessments

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

Pacing

3 weeks

Unit 3: The First Two Years

Family & Consumer Sciences 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.

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 its impact on infants and their caregivers?
- How does the critical role of the parent/caregiver during infancy effect the total development?

Core Topics

- Childcare Options Available
- Role of Parents in Development
- Premature Babies
- Physical Development

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.

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.

Sample Assessments

- Journal Reflection
- Unit Test

Pacing

3 weeks

Unit 4: Toddlerhood 2-3

Family & Consumer Sciences 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.

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?

Core Topics

- Language Development
- Self-control
- Play
- Impact of Poverty

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.

Skill Objectives

Students will:

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

Sample Assessments

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

Pacing

3 weeks

Unit 5: Early School Age 4-6

Family & Consumer Sciences 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.

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?

Core Topics

- School Readiness
- Peer Play
- Moral Development
- Gender Identification

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.

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.

Sample Assessments

- Journal
- Unit test

Pacing

3 weeks

Unit 6: Middle Childhood 6-12

Family & Consumer Sciences 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.

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?

Core Topics

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

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.

Skill Objectives

Students will:

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

Sample Assessments

- Journal
- Unit test

Pacing

4 weeks

Unit 7: Adolescence

Family & Consumer Sciences 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.

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 its 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?

Core Topics

- Puberty
- Autonomy
- High Risk Behaviors
- Emotional Disorders
- Career Choices

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.

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.

Sample Assessments

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

Pacing

5 weeks

Unit 8: Early Adulthood

Family & Consumer Sciences 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.

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?

Core Topics

- Marriage and Cohabitation
- Divorce
- Lifestyle

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.

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.

Sample Assessment

- Journal

Pacing

4 weeks

Unit 9: Middle Adulthood

Family & Consumer Sciences 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.

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?

Core Topics

- Balancing Work and Family Life
- Impact of Joblessness
- Caring for One's Aging Parents
- The Empty Nest
- Parenting Teens

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.

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.

Sample Assessments

- Journal Writing
- Chapter Test

Pacing

3 weeks

Unit 10: Later Adulthood

Family & Consumer Sciences 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.

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?

Core Topics

- Retirement
- Promoting Intellectual and Physical Vigor
- Older Adults and Technology
- Leisure Time Pursuits

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.

Skill Objectives

Students will:

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

Sample Assessments

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

Pacing

3 weeks

Unit 11: Very Old Age

Family & Consumer Sciences 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.

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?

Core Topics

- Fitness
- Health, Illness and Functional Independence
- Living Arrangements
- Death

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.

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.

Sample Assessments

- Internship
- Journal
- Chapter Test

Pacing

2 weeks