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| **10th Lifespan Development Pacing Guide First Semester**  |
|  | **1st Quarter** | **TN Standards** | **Lesson Focus** | **Additional Notes** |
|  | Week 1 & 2 | Differentiate between the major methodologies used in research on human growth and development. Compare and contrast the benefits and consequences of each, including ethical issues involved with each method. Methods should include the following:a. Case study methodb. Social survey methodc. Naturalistic observation methodd. Cross-cultural studies | Learning About Children | **Course Introductions & Syllabus Review****Readings:** *The Developing Child* Chapter 1 Case Study Scenarios |
| Week 2, 3, 4, 5 | 3) Conduct a research project on a topic related to human growth and development, citing specific textual evidence from academic resources. Topics might include, but are not limited to:a. Emotional development/emotional intelligenceb. Cross-cultural conceptions of intelligencec. Self-esteemd. Relationshipse. Nature vs. nurturef. Temperament and personality | Responsibilities of Parenting | **Readings:** *The Developing Child* Chapter 2All About Me ProjectNature vs. Nurture DebateObservation ReportParent Interview Project**Readings:** The Developing Child Chapter 3Film: SupernannyParenting Styles and OutcomesCorporal Punishment Research Project |
| Week 6, 7, 8. 9 | 2) Using supporting evidence from a variety of academic journals and news media, compare and contrast the following theories of human development. Identify the researcher(s) credited with developing each theory and analyze the significance of their contributions to the field of human development.a. Psychoanalytic theoriesb. Behavioral theoriesc. Humanistic theoriesd. Cognitive theoriese. Ecological theoryf. Sociocultural Theory | Learning About Children | Lifespan Development Theorist Report and Presentations |
|  | **End of 1st Quarter** |   |
|  |  **Fall Break** |
|  | **2nd Quarter** | **TN Standards** | **Lesson Focus** | **Additional Notes** |
|  | Week 1, 2, 3, 4 | 4) Outline the biological processes that occur from conception to delivery of a full-term infant, sequenced by trimester. Prepare an informational artifact for parents that describe each stage of growth and development. Analyzing the role of heredity and environment in infant growth and development. Create a corresponding list of common risk factors during each stage.  | Prenatal DevelopmentPreparing for Birth | Readings: *The Developing Child* Chapter 4 & 5Galinsky’s Stages of ParenthoodPrenatal TimelinePregnancy Meal PlanCreating a Budget for Baby |
| Week 5 | 5) Define the concepts of DNA, genes, genetics, heredity, and analyze the structure of relationships among the concepts. Describe the process of how traits are passed from parents to offspring. Identify the most common chromosomal and gene-linked anomalies and the health implications associated with each. | Prenatal Development | Readings: *The Developing Child* Chapter 4 Campaign to Prevent Birth Defects |
| Week 6 & 7 | 6) Research the various types of labor and delivery. Create a sequenced presentation, artifact, or graphic describing what happens at each stage and complications that may arise, citing evidence from case studies and medical literature. Investigate what medical testing that the newborn might undergo over the course of the first few days of life. Newborn testing examples include but not limited to: a. Apgar scoreb. Brazelton Neonatal Behavioral Assessment Scalec. Neonatal Intensive Care Unit Network Neurobehavioral Scale (NNNS) | The Baby’s Arrival | Readings: *The Developing Child* Chapter 6Film: In The WombSpeaker: Labor & Delivery Medical Professional |
| Week 8 & 9 | 8) Create an annotated model or graphic illustrating the parts of the human brain, detailing principle functions as they relate to physical and cognitive development. Draft a companion artifact onthe stages of human development in the form of a timeline from toddlerhood through early adulthood. Draw conclusions from cases studies, news articles, and academic journals about the most important influences on and relationships among brain development, reasoning capacity, and learning. Define brain plasticity and describe how it changes over the lifespan. | Intellectual Development of Infants | Readings: *The Developing Child* Chapter 9Brain Research  Build a Brain Activity |
|  | **End of 2nd Quarter** |  |
|  | **End of 1st Semester** |  |
|  |   **Winter Break**  |
| **10th Grade Lifespan Development Pacing Guide Second Semester**  |
|  | **3rd Quarter** | **TN Standards** | **Lesson Focus** | **Additional Notes** |
|  | Week 1, 2, 3, 4 | 7) Research and outline the physical, cognitive, and emotional-social development that occurs during infancy. Prepare an informational artifact for parents that describes this stage of growth and development with real life examples including but not limited to the following: a.Physical: head and skull, interpreting height and weight growth charts, skin, umbilical cord healing, teeth, elimination, gross motor skills, fine motor skills, sleep patterns, feeding and nutritional needs, normal ranges for vital signsb.Cognitive: reflexes, language acquisition, sensory development, play, Piagetc.Emotional-social: bonding, Erikson’s psychosocial task, temperament vs. personalityd. Appraise activities and techniques that optimize the development of the infant | Growth & Development of Infants | Readings: The Developing Child Chapter 6, 7, 8, 9Child Safety PosterInfant Care Skills BrochureFerber Method Research TaskFilm: Baby HumanFilm: Baby LanguageFilm: BabiesBabies Response PaperDevelopmental Milestone Artifact |
| Week 5, 6, 7 | 9) Research and outline the physical, cognitive, and emotional-social development that occurs during toddlerhood. Prepare an informational artifact for parents that describes this stage of growth and development with real life examples including,but not limited to the following:a. Physical: height and weight, body proportions, teeth, skeletal development, vital signs, gross and fine motor skills, sleep patternsb. Cognitive: sensory development, language acquisition/vocabulary, object permanence, recognition of body parts, understanding relationships between people and things, curiosity, concept of time, moral development, symbolic play, imagination, Piaget’s preoperational thoughtc. Emotional-social: separation anxiety, independence, possessive phase, toilet training, Erikson’s autonomy, self-concept, temper tantrums, regression, egocentric thinkingd. Appraise activities and techniques that optimize the development of a toddler | Growth & Development of Toddlers | Readings: *The Developing Child* Chapter 10, 11, 12Children’s Storybook EvaluationChildren’s Toy EvaluationChildren’s Television Program EvaluationChildren’s Storybook ProjectStorybook PresentationsDevelopmental Milestone Artifact |
| Week 8, 9, 10 | 10) Research and outline the physical, cognitive, and emotional-social development that occurs in preschool. Prepare an informational artifact for parents that describes this stage of growth and development with real life including but not limited to the following:a. Physical: height & weight, body proportions, teeth, musculoskeletal development, vital signs, gross and fine motor skills, sleep patterns, b. Cognitive: sensory development, depth perception, maximum visual ability, language acquisition/vocabulary, sexual curiosity, locates body parts, understanding of relationships between people and things, curiosity, concept of time, moral development, symbolic play, imagination, Piaget’s preoperational thought and centration, concept formation c. Emotional-social: Erikson’s initiative, jealousy, preschool socialization, friendships with other children, Freud’s development of superego, cooperative play, fearsd. Appraise activities and techniques that optimize the development of preschool age children | Growth & Development from Four to Six | Readings: *The Developing Child* Chapter 13, 14, 15Developmental Milestone ArtifactMenu Planning for PreschoolActivity Plan ProjectObservation Report |
|  | **End of 3rd Quarter** |  |
|  | **4th Quarter** | **TN Standards** | **Lesson Focus** | **Additional Notes** |
|  | Week 1 & 2 | 11) Research and outline the physical, cognitive, and emotional-social development that occurs in school-age children. Prepare an informational artifact for parents that describes this stage of growth and development with real life examples including but not limited to the following:a. Physical: height and weight, musculoskeletal development, improvement of hand-eye coordination, permanent teeth, development of gastrointestinal and nervous systems, immune system maturation, vital signs, fine motor skills development, gender differences in motor skills, development of writing, strength acquisition and endurance, sleep and rest requirements b. Cognitive: visual maturity, peripheral vision and depth perception improvement, Piaget’s stage, numbering classifying of objects, increased attention span, developing problem-solving skills, improved memory, language development, academic learningc. Emotional-social: types of play, personality development, peer and sibling relationships, Freud’s latency period, transition from Kohlberg’s preconventional level of moral thought to conventional level of moral reasoning and beginning of reciprocityd. Appraise activities and techniques that optimize the development of school-age children | Growth & Development from Seven to Twelve | Readings: *The Developing Child* Chapter 16, 17, 18Developmental Milestone Artifact |
|  |  **Spring Break**  |
|  | Week 3 & 4 | 12) Research and outline the physical, cognitive, and emotional-social development that occurs during puberty and adolescence. Prepare an informational artifact that describes this stage of growth and development with real life examples including, but not limited to the following:a. Physical: rapid growth to cessation of growth, development of secondary sex characteristics, maturing of reproductive system, changes in height and weightb. Cognitive: experimentation and learning, Piaget’s shift from concrete thinking to formal operational thought processes, abstract thinking, formal problem solvingc. Emotional-social: peer and romantic relationships, Erikson’s search for identity, conflict with authority figuresd. Analyze components of a healthy and safe environment during adolescence. e. Appraise activities and techniques that optimize the development of adolescences | Growth & Development during Adolescence | Readings: *The Developing Child* Chapter 19Developmental Milestone Artifact |
| Week 5 & 6 | 13) Research and outline the physical, cognitive, and emotional-social development that occurs during early adulthood. Prepare an informational artifact highlighting steps for achieving optimum wellness during late adulthood, addressing at minimum the following:a. Physical: cessation of growth, peaking of physical functions and characteristicsb. Cognitive: post conventional stage of moral development, continued development of intellectual and reasoning capacitiesc. Emotional-social: sexual maturation, Erikson’s intimacy, development of a professional and personal identity d. Analyze components of a healthy and safe environment during early adulthood.  | Development during Early Adulthood | FCCLA STAR event: Life Event PlanningMarriage Interview ProjectDevelopmental Milestone Artifact |
| Week 7 | 14) Research and outline the physical, cognitive, and emotional-social development that occurs during middle adulthood. Prepare an informational artifacthighlighting steps for achieving optimum wellness during late adulthood, addressing at minimum the following:a. Physical: decline of physical functions and characteristics, increase in health risks due to genetic conditions or contraction of diseasesb. Cognitive: plateau of mental capabilities, reevaluation of life purpose and meaning c.Emotional-social: Erikson’s task (generativity), evaluating and redesigning career optionsd. Analyze components of a healthy and safe environment during middle adulthood.  | Issues during Middle Adulthood | Research Project: Will I be prepared for Retirement?Developmental Milestone Artifact |
| Week 8 | 15) Research and outline the physical, cognitive, and emotional-social development that occurs during later adulthood. Prepare an informative artifact that includes steps for achieving optimum wellness during late adulthood, addressing at minimum the following:a. Physical: continued decline of physical functions and characteristicsb. Cognitive: cognitive decline, long-term versus short-term memory lossc. Emotional-social: Erikson’s ego integrity, changes in work and leisured. Analyze components of a healthy and safe environment during later adulthood.  | Issues during Later Adulthood | FCCLA Service Project: Blankets for the Elderly |
| Week 9 | 16) Below are the most commonly listed stages of the grief model. Research and create graphic or artifact that explains each stage of the model. The graphic or artifact could include but not be limited to:definition of each stage, emotional and physical actions, and ways to cope. a. Shock and Denialb. Pain and Guiltc. Anger and Bargainingd. Depression, Reflection, and Lonelinesse. Upward Turnf. Reconstruction and Working Through g. Acceptance and Hope  | Stages of Grief | Funeral Expense Research ProjectGrief Research |
| Week 10 | 17) Differentiate the major periods of life outlined in the course and describe major developmental changes and key tasks associated with each period. Create a timeline of a human from conception to age 100 following typical growth and development patterns outlining what is occurring at each stage.  | Lifespan Timeline | Prepare and Present Portfolio |
|  | **End of 4th Quarter** |  |
|  | **End of 2nd Semester**  |  |