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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 method  b. Social survey method  c. Naturalistic observation method  d. 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 intelligence  b. Cross-cultural conceptions of intelligence  c. Self-esteem  d. Relationships  e. Nature vs. nurture  f. Temperament and personality | Responsibilities of Parenting | **Readings:** *The Developing Child* Chapter 2  All About Me Project  Nature vs. Nurture Debate  Observation Report  Parent Interview Project  **Readings:** The Developing Child Chapter 3  Film: Supernanny  Parenting Styles and Outcomes  Corporal 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 theories  b. Behavioral theories  c. Humanistic theories  d. Cognitive theories  e. Ecological theory  f. 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 Development  Preparing for Birth | Readings: *The Developing Child* Chapter 4 & 5  Galinsky’s Stages of Parenthood  Prenatal Timeline  Pregnancy Meal Plan  Creating 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 score  b. Brazelton Neonatal Behavioral Assessment Scale  c. Neonatal Intensive Care Unit Network Neurobehavioral Scale (NNNS) | The Baby’s Arrival | Readings: *The Developing Child* Chapter 6  Film: In The Womb  Speaker: 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 on  the 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 9  Brain 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 signs  b.Cognitive: reflexes, language acquisition, sensory development, play, Piaget  c.Emotional-social: bonding, Erikson’s psychosocial task, temperament vs. personality  d. Appraise activities and techniques that optimize the development of the infant | Growth & Development of Infants | Readings: The Developing Child Chapter 6, 7, 8, 9  Child Safety Poster  Infant Care Skills Brochure  Ferber Method Research Task  Film: Baby Human  Film: Baby Language  Film: Babies  Babies Response Paper Developmental 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 patterns  b. 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 thought  c. Emotional-social: separation anxiety, independence, possessive phase, toilet training, Erikson’s autonomy, self-concept, temper tantrums, regression, egocentric thinking  d. Appraise activities and techniques that optimize the development of a toddler | Growth & Development of Toddlers | Readings: *The Developing Child* Chapter 10, 11, 12  Children’s Storybook Evaluation  Children’s Toy Evaluation  Children’s Television Program Evaluation  Children’s Storybook Project  Storybook Presentations  Developmental 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, fears  d. 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, 15  Developmental Milestone Artifact  Menu Planning for Preschool  Activity Plan Project  Observation 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 learning  c. 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 reciprocity  d. 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, 18  Developmental 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 weight  b. Cognitive: experimentation and learning, Piaget’s shift from concrete thinking to formal operational thought processes, abstract thinking, formal problem solving  c. Emotional-social: peer and romantic relationships, Erikson’s search for identity, conflict with authority figures  d. 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 19  Developmental 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 characteristics  b. Cognitive: post conventional stage of moral development, continued development of intellectual and reasoning capacities  c. 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 Planning  Marriage Interview Project  Developmental Milestone Artifact |
| Week 7 | 14) Research and outline the physical, cognitive, and emotional-social development that occurs during middle adulthood. Prepare an informational artifact  highlighting 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 diseases  b. Cognitive: plateau of mental capabilities, reevaluation of life purpose and meaning c.  Emotional-social: Erikson’s task (generativity), evaluating and redesigning career options  d. 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 characteristics  b. Cognitive: cognitive decline, long-term versus short-term memory loss  c. Emotional-social: Erikson’s ego integrity, changes in work and leisure  d. 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 Denial  b. Pain and Guilt  c. Anger and Bargaining  d. Depression, Reflection, and Loneliness  e. Upward Turn  f. Reconstruction and Working Through  g. Acceptance and Hope | Stages of Grief | Funeral Expense Research Project  Grief 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** |  | | |