

Course Name: Human Development		Grade Level: 11-12	
Standard #1: Students will participate in activities that help increase their awareness about what development is with its life-span perspectives, understand the four broad theories, and understand the scientific methods.			
Knowledge(objective)	Performance Objective	Teaching Method	Assessment
Objective 1: Defines development, briefly describing the how, why, and who of this definition. Objective 2: Explains the life-span perspective, which identifies five characteristics of the scientific study of human development. Objective 3: Describe the four broad theories—psychoanalytic theory, behaviorism, cognitive theory, and systems theories—that will be used throughout the book to present information and to provide a framework for interpreting events and issues in human development. Objective 4: Discuss the strategies	a. Define <i>development</i> , focusing on three elements of its scientific study. b. Identify five characteristics of development.	PPP/Discussion with examples and question/answer time.	Unit one exam covering Chapter/Standard one and two.
	a. Explain what it means to say development is multidirectional, and describe how continuity and discontinuity explain the variability of development. b. Discuss the multicultural nature of human development include the definition and differentiate culture, ethnicity, and race. c. Discuss how the multidisciplinary approach to the study of development makes clear that each person develops simultaneously in the three domains. d. Explain the importance of plasticity in human development.	PPP/Discussion with examples and question/answer time. Development a colorful book mark with the three domains of human development with the five characteristics of the life span perspective.	Vocabulary/Flash Cards Extra Credit Crossword Puzzle Review Cohort Assignment Student Presentations
	a. Discuss the major focus of psychoanalytic theories, and describe the conflicts that occur during Freud’s psychosexual stages. b. Describe the crises of Erikson’s theory of psychosocial development, and contrast them with Freud’s stages. c. Discuss the major focus of behaviorism, and explain the basic principles of classical and operant conditioning include social learning theory as an extension of behaviorism. d. Identify the primary focus of cognitive theory, and briefly describe Piaget’s stages of cognitive development and the process that, according to Piaget, guides cognitive development. e. Describe the ecological-systems approach to the study of human development, and explain how this approach leads to an understanding of the overlapping contexts in which people develop. f. Explain how the dynamic-systems approach highlights the interactive nature of development.	Student will present presentations on the different theorist. Add to colorful book mark the main five theorist and their theories; Maslow, Erikson, Piaget, Vygotsky, Freud.	
	a. List and describe the basic steps of the scientific method.	PPP/Discussion with examples and question/answer time. Use a T-chart to discuss	

<p>developmentalists use in their research, beginning with the scientific method and including scientific observation, experiments, and surveys. To study people over time, developmentalists have created several research designs: cross-sectional, longitudinal, and cross-sequential.</p> <p>Objective 5: Discuss several common mistakes that can be made in interpreting research, including the mistake of confusing correlation with causation and the ethics of research with humans.</p>	<ul style="list-style-type: none"> b. Describe scientific observation as a research strategy, noting at least one advantage (or strength) and one disadvantage (or weakness). c. Describe the components of an experiment, and discuss the main advantage of this research method. d. Describe surveys, noting at least one advantage (or strength) and one disadvantage (or weakness). e. Describe three basic research designs used by developmental psychologists. a. Describe two common mistakes made in the interpretation of research and briefly summarize some of the ethical issues involved in conducting research with humans. 	<p>the scientific methods of research (adv. and dis-adv.)</p> <p>PPP/Discussion with examples and question/answer time.</p>	
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Standard 2

Students will understand everything about the developing person—including physical attributes, such as gender and appearance, as well as intellectual and personality characteristics.

Knowledge(objective)	Performance Objective	Teaching Method	Assessment
<p>Objective 1.0: Describe the fusion of the ovum and the sperm and the biological mechanisms by which normal, and sometimes abnormal, chromosomes and genes are transmitted to the developing zygote.</p> <p>Objective 2.0: Discusses the benefits of genetic counseling for prospective parents, identifying the various methods of post conception testing and explaining the problems of</p>	<ul style="list-style-type: none"> a. Identify the mechanisms of heredity. b. Differentiate genotype from phenotype, and discuss genetic diversity within the human genome. c. Distinguish between monozygotic and dizygotic twins. d. Explain how sex is determined, and discuss the polygenic and multifactorial nature of human traits. e. Describe the additive and non-additive patterns of genetic interaction, giving examples of the traits that result from each type of interaction. f. Summarize the concept of heritability, including the role of the carrier in genetic inheritance. g. Discuss X-linked genes in terms of genotype and phenotype. a. Describe the most common chromosomal abnormalities, including abnormalities involving the sex chromosomes. b. Identify two common dominant-gene disorders, and discuss reasons for their relatively low incidence of occurrence. c. Describe sex-linked and recessive-gene disorders, noting a 	<p>-PPP/Discussion with examples and question/answer time.</p> <p>-PPP/Discussion with examples and question/answer time.</p>	<p>Unit one exam covering Chapter/Standard one and two.</p> <p>Vocabulary/Flash Cards</p> <p>Extra Credit Crossword Puzzle Review</p> <p>Listening guide to “The Biology of Prenatal Development”.</p> <p>Teratogen Research Paper</p>

<p>results that are false alarms.</p> <p>Objective 3.0: Discusses the prenatal development process up to and including birth.</p> <p>Objective 4.0: Discussion of how nature and nurture interact to affect development, focusing on alcoholism, nearsightedness, and certain birth defects, often caused by exposure to teratogens.</p>	<p>reason for their high incidence of occurrence.</p> <p>d. Discuss the benefits and limitations of genetic counseling.</p> <p>a. Describe the significant developments of the germinal, embryonic, and fetal periods.</p> <p>b. Describe the birth process; including the possible need for medical intervention during this process, as well as the test used to assess the newborn's condition at birth include the causes and effects of low birth weight.</p> <p>c. Discuss the importance of social support, a strong parental alliance, and parent– infant bonding to a healthy start for the baby.</p> <p>a. Describe how nature and nurture interact to yield a person's phenotype, using nearsightedness and alcoholism as examples.</p> <p>b. Identify several teratogens, noting their effects on the developing embryo or fetus, and discuss several factors that determine whether a specific teratogen will be harmful.</p>	<p>-PPP/Discussion with examples and question/answer time.</p> <p>-View and complete a Listening guides to “The Biology of Prenatal Development” and “Birth” videos.</p> <p>-PPP/Discussion with examples and question/answer time.</p> <p>-Teratogen Research Paper</p>	
<p>Standard 3</p> <p>Student will understand the typical patterns of growth and maturation that occur in the infant's body (first two years) and nervous system and looks at how the development of sensory, perceptual, and motor abilities keeps pace with physical development.</p>			
Knowledge(objective)	Performance Objective	Teaching Method	Assessment
<p>Objective 1.0: Understand the interaction of biological and environmental forces on physical development of the first two years with one critical variable, nutrition.</p> <p>Objective 2.0: Explores cognitive development—the ways in which the infant comes to learn about, think about, and adapt to his or her surroundings.</p>	<p>a. Describe the infant's height and weight, including how they change during the first two years and how they compare with those of an adult.</p> <p>b. Describe how sleep patterns change through infancy and discuss the attitudes of different cultures about where infants sleep.</p> <p>a. Describe the ways in which the brain changes or matures during infancy.</p> <p>b. Distinguish among sensation, perception, and cognition.</p> <p>c. Describe the extent and development of an infant's sensory and perceptual abilities in terms of the senses of hearing, vision, taste, smell, and touch.</p> <p>d. Describe the basic reflexes of the newborn, and distinguish between gross motor skills and fine motor skills.</p> <p>e. Describe the basic pattern of motor-skill development, and</p>	<p>-PPP/Discussion with examples and question/answer time.</p> <p>-PPP/Discussion with examples and question/answer time.</p>	<p>Unit one exam covering Chapter/Standard 3-6.</p> <p>Vocabulary/Flash Cards</p> <p>Extra Credit Crossword Puzzle Review</p>

<p>Objective 3.0: turns to the most remarkable cognitive achievement of the first two years: the acquisition of language.</p>	<p>discuss variations in the timing of motor-skill acquisition.</p> <ol style="list-style-type: none"> Identify and describe stages one through six of Piaget’s theory of sensorimotor intelligence. Explain object permanence and how it is tested in infancy, and discuss current views about when it develops. Explain the information-processing model of cognition and discuss research findings on infant memory. Identify the main features of child-directed speech, and explain its importance. Describe language development during infancy, and identify the major events of this cognitive achievement. Differentiate three theories of language learning, and explain current views on language learning. 	<p>-PPP/Discussion with examples and question/answer time.</p>	
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Standard 4

The student will explore the psychosocial development including not only the characteristics of the individual, such as self-awareness and personality, but also the relationships between the child and parents and the child and his or her culture.

Knowledge(objective)	Performance Objective	Teaching Method	Assessment
<p>Objective 1.0: Explore the infant’s emerging emotions and how they reflect increasing cognitive abilities.</p> <p>Objective 2.0: Describes the psychoanalytic theories of Freud and Erikson along with behaviorist, cognitive, and systems theories, which help us understand how the infant’s emotional and behavioral responses begin to take on the various patterns that form personality.</p> <p>Objective 3.0: Emotions and relationships are examined from a different perspective—that of</p>	<ol style="list-style-type: none"> Describe the basic emotions expressed by infants during the first days and months. Describe the main developments in the emotional life of the child between 6 months and 2 years. Discuss the links between the infant’s emerging self-awareness and his or her continuing emotional development. Describe Freud’s first two psychosexual stages of infant development. Describe Erikson’s first two psychosocial stages of infant development. Contrast the perspectives of behaviorism and cognitive theory regarding the importance of caregiver behavior in the first two years of life. 	<p>-PPP/Discussion with examples and question/answer time.</p> <p>-PPP/Discussion with examples and question/answer time.</p> <p>-PPP/Discussion with examples and question/answer time.</p>	<p>Unit one exam covering Chapter/Standard 3-6.</p> <p>Vocabulary/Flash Cards</p> <p>Extra Credit Crossword Puzzle Review</p>

infant–caregiver interaction.	<ul style="list-style-type: none"> b. Discuss how systems theory explains the role of temperament in the child’s psychosocial development. c. Discuss the importance of goodness of fit and synchrony in caregiver–infant interaction during the first year, and describe the still-face technique for measuring synchrony. d. Define <i>attachment</i>, explain how it is measured and how it is influenced by context, and identify factors that predict secure or insecure attachment. e. Discuss the concept of social referencing, noting the difference in how the infant interacts with mother and father. f. Discuss the impact of non-maternal care on young children, and identify the factors that define high-quality day care. g. State several conclusions that can be drawn from research on early psychosocial development. 		
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Standard 5

The student will explore the developing person between the ages of 2 and 6. These years were once called the preschool years or the play years, but those terms are misnomers because school in all its varieties and playfulness are essential to development at every age.

Knowledge(objective)	Performance Objective	Teaching Method	Assessment
<p>Objective 1.0: Describes growth rates and the changes in shape that occur from ages 2 through 6, as well as the toddler’s eating habits. A description of the acquisition of gross and fine motor skills follows, noting the negative effects of environmental hazards on the development of motor skills.</p>	<ul style="list-style-type: none"> a. Describe normal physical growth during early childhood, and account for variations in height and weight. b. Describe changes in eating habits during early childhood. c. Distinguish between gross and fine motor skills, and discuss the development of each during early childhood. 	<p>-PPP/Discussion with examples and question/answer time.</p> <p>Think/Pair/group/share child accidents with prevention and identify which p/s/t/prevent the prevention was.</p>	<p>Unit one exam covering Chapter/Standard 3-6.</p> <p>Vocabulary/Flash Cards</p> <p>Extra Credit Crossword Puzzle Review</p>
<p>Objective 2.0: Examines the brain growth and development and its role in physical and cognitive development. The developing limbic system is also described, along with its role in the expression and regulation of emotions during early childhood.</p>	<ul style="list-style-type: none"> a. Discuss the processes of myelination and lateralization and their effects on development during this period. b. Describe the development of the prefrontal cortex during early childhood and its role in impulse control and appropriate focus. c. Describe the development of the limbic system in young children and its role in the expression and regulation of emotions. 	<p>-PPP/Discussion with examples and question/answer time.</p>	
<p>Objective 3.0: Explains Piaget’s and</p>	<ul style="list-style-type: none"> a. Describe and discuss the major characteristics of Piaget’s 	<p>-PPP/Discussion with examples and</p>	

<p>Vygotsky's views of cognitive development at this age as well as focuses on what young children can do, including their emerging abilities to theorize about the world.</p> <p>Objective 4.0: discusses the important issues of injury control and accidents, the major cause of childhood death.</p>	<p>stage of preoperational thought, and identify a major limitation of Piaget's research.</p> <p>b. Explain Vygotsky's views on cognitive development, focusing on the concepts of guided participation and scaffolding in promoting cognitive growth.</p> <p>c. Describe Vygotsky's view of the role of language in cognitive growth.</p> <p>d. Describe how theory-theory supports the idea that children are active learners.</p> <p>e. Explain the typical young child's theory of mind, noting how it is affected by context and culture.</p> <p>f. Describe the development of grammar during early childhood, noting limitations in the young child's language abilities include the advantages and disadvantages of bilingualism at an early age.</p> <p>g. Discuss variations in early-childhood- education programs and identify the characteristics of a high-quality preschool intervention program, and briefly discuss the costs and benefits of preschool education.</p> <p>a. Briefly discuss the risk of accidental injury among children.</p> <p>b. Explain what is meant by "injury control," and describe some measures that have significantly reduced accidental death rates among children.</p> <p>c. Identify the various categories of child maltreatment, and discuss the warning signs and consequences of child maltreatment include foster care, kinship care, and adoption as intervention options.</p>	<p>question/answer time.</p> <p>-PPP/Discussion with examples and question/answer time.</p>	
<p>Standard 6 Student will explore the ways in which young children begin to relate to others in an ever widening social environment.</p>			
Knowledge(objective)	Performance Objective	Teaching Method	Assessment
<p>Objective 1.0: Describes young children social understanding beginning with emotional development and the emergence of the sense of self. With their increasing social awareness, children become more concerned with how others evaluate them and</p>	<p>a. Explain the relationship between Erik Erikson's third stage and the development of the self-concept.</p> <p>b. Discuss the development during early childhood of emotional regulation, focusing on how it is determined by both nature and nurture.</p> <p>c. Discuss the importance of play in the psychosocial development of the young child, noting the different kinds of play and their respective roles.</p>	<p>-PPP/Discussion with examples and question/answer time.</p>	<p>Unit one exam covering Chapter/Standard 3-6.</p> <p>Vocabulary/Flash Cards</p> <p>Extra Credit Crossword Puzzle Review</p>

<p>better able to regulate their emotions.</p> <p>Objective 2.0: Discusses Baumrind's parenting patterns and their effects on the developing child. The effects of the media, especially television, on parenting and family life in general are also explored.</p> <p>Objective 3.0: Discussion of gender differences that emerge during early childhood, focusing on the explanations offered by the major developmental theories.</p>	<p>a. Compare and contrast three classic patterns of parenting and their effect on children.</p> <p>b. Discuss how exposure to the electronic media, especially television, contributes to the development of violence in children and interferes with family life.</p> <p>a. Explain how and why children develop empathy or antipathy, and describe the behaviors produced by each type of emotion.</p> <p>b. Differentiate four types of aggression during the play years, and describe the developmental pattern of aggression.</p> <p>c. Discuss the pros and cons of punishment, and describe effective methods for disciplining a child.</p> <p>d. Describe the developmental progression of gender awareness in young children.</p> <p>e. Summarize four theories of gender-role development during the play years, noting important contributions of each.</p>	<p>-PPP/Discussion with examples and question/answer time.</p> <p>-PPP/Discussion with examples and question/answer time.</p>	
<p>Standard 7 The student will explore the middle childhood stage; physical growth, cognitive abilities, education including language and the controversy over ways of measuring intellectual capacity and achievement.</p>			
Knowledge(objective)	Performance Objective	Teaching Method	Assessment
<p>Objective 1.0: Understand middle childhood is generally the healthiest period of the life span, health related problems still occur; two of the most serious are asthma and obesity.</p> <p>Objective 2.0: examines the development of cognitive abilities, beginning with the views of Piaget and Vygotsky regarding the child's growing ability to use logic and reasoning (as emphasized by Piaget) and to benefit from social interactions with skilled mentors (as emphasized by Vygotsky).</p>	<p>a. Describe normal physical growth and development during middle childhood.</p> <p>b. Discuss the problems of asthma and obesity in middle childhood.</p> <p>c. Discuss the benefits and hazards of play activity and physical exercise for 7- to 11- year-olds.</p> <p>a. Identify and discuss Piaget's concrete operational thought, and give examples of how these operations are demonstrated by school-age children.</p> <p>b. Discuss Vygotsky's views regarding the influence of the sociocultural context on learning during middle childhood.</p> <p>c. Discuss how information-processing theory explains cognitive advances during middle childhood.</p>	<p>-KWL</p> <p>-PPP/Discussion with examples and question/answer time.</p> <p>10 minute Brochure</p> <p>3-2-1 Wrap up</p> <p>-PPP/Discussion with examples and question/answer time.</p>	<p>Unit one exam covering Chapter/Standard 7-10.</p> <p>Vocabulary/Flash Cards</p> <p>Extra Credit Crossword Puzzle Review</p>

Objective 3.0: Discusses the education, including language learning, during middle childhood and the controversy over ways of measuring intellectual capacity and achievement.	<ul style="list-style-type: none"> a. Describe cultural and national variations in the academic skills that are emphasized, and explain the concept of a hidden curriculum. b. Describe the development of language during the school years and identify several conditions that foster the learning of a second language, and describe the best approaches to bilingual education. c. Discuss different approaches to the objective assessment of what children have learned. d. Explain how achievement and aptitude tests are used in evaluating individual differences in cognitive growth. e. Explain the developmental psychopathology perspective, and discuss its value in treating children with special needs. f. Describe the symptoms and treatment of attention-deficit disorder and attention deficit/ hyperactivity disorder, and discuss the use and misuse of prescription drugs in treating these disorders. g. Discuss the characteristics of learning disabilities and identify the symptoms and possible causes of autistic spectrum disorders, and describe the most effective treatments. h. Describe techniques that have been tried in efforts to educate children with special needs. 	-PPP/Discussion with examples and question/answer time.	
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Standard 8

Student will be able to understand from ages 7 to 11, the child becomes stronger and more competent, mastering the biosocial and cognitive abilities that are important in his or her culture.

Knowledge(objective)	Performance Objective	Teaching Method	Assessment
<p>Objective 1.0: Explore the growing social competence of children, as described by Freud and Erikson, the growth of social cognition and self-understanding, and the ways in which children cope with stressful situations.</p> <p>Objective 2.0: Explores the ways in which families influence children, including the experience of living in single-parent, stepparent, and blended families. Although no</p>	<ul style="list-style-type: none"> a. Identify the themes and emphases of the psychoanalytic views regarding the psychosocial development of school-age children. b. Describe the development of the self-concept during middle childhood and its implications for children's self-esteem. c. Discuss the concept of resilience, and identify the variables that influence the impact of stresses on school-age children and discuss several factors that seem especially important in helping children cope with stress. a. Identify the essential ways in which functional families nurture school-age children. b. Describe the relative influences of shared and non-shared environmental factors on school-age children. c. Differentiate 10 family structures and discuss the impact of the 	<p>-PPP/Discussion with examples and question/answer time.</p> <p>-PPP/Discussion with examples and question/answer time.</p>	<p>Unit one exam covering Chapter/Standard 7-10.</p> <p>Vocabulary/Flash Cards</p> <p>Extra Credit Crossword Puzzle Review</p>

<p>particular family structure guarantees optimal child development, income levels and harmony and stability are important factors in the quality of family functioning.</p> <p>Objective 3.0: Children's interactions with peers and others in their ever-widening social world is the subject of the third section. Although the peer group often is a supportive, positive influence on children, some children are rejected by their peers or become the victims of bullying.</p> <p>Objective 4.0: Understand that the middle childhood is also a time of expanding moral reasoning and examines Kohlberg's stage theory of moral development as well as current evaluations of his theory.</p>	<p>different family structures and functions on the psychosocial development of the school-age child.</p> <p>d. Explain how low income and high conflict can interfere with good family functioning.</p> <p>a. Discuss the importance of peer groups to the development of school-age children, focusing on how the culture of children separates itself from adult society.</p> <p>b. Discuss how friendships change during the school years.</p> <p>c. Discuss the plight of two types of rejected children.</p> <p>d. Discuss the special problems of bullies and their victims, and describe possible ways of helping such children.</p> <p>a. Outline Kohlberg's stage theory of moral development, noting some criticisms.</p>	<p>-PPP/Discussion with examples and question/answer time.</p> <p>-PPP/Discussion with examples and question/answer time.</p>	
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Standard 9

The Students will be identify all three domains of development – biosocial, cognitive, and psychosocial for young people ages 11 to 18 beginning with puberty ad the growth spurt. Although adolescence is, in many ways, a healthy time of life, the text also addresses two health hazards that affect many adolescents: sex too early and sexually transmitted illnesses.

Knowledge(objective)	Performance Objective	Teaching Method	Assessment
<p>Objective 1.0: Explain the biosocial metamorphosis of the adolescent is discussed in detail, with emphasis on factors that affect the age of puberty, sexual maturation, and changes in body rhythms.</p>	<p>a. Outline the biological events of puberty as well as discuss the emotional impact of pubertal hormones.</p> <p>b. Identify several factors that influence the onset of puberty, and discuss the effects of early and late maturation on male and female adolescents.</p> <p>c. Discuss the relationship between adolescents' poor nutrition and their body image concerns.</p> <p>d. Describe the three diagnosed eating disorders, and discuss possible explanations for these disorders.</p> <p>e. Describe the growth spurt in both the male and the female adolescent, focusing on changes in body weight, height, and</p>	<p>-PPP/Discussion with examples and question/answer time.</p>	<p>Unit one exam covering Chapter/Standard 7-10.</p> <p>Vocabulary/Flash Cards</p> <p>Extra Credit Crossword Puzzle Review</p>

<p>Objective 2.0: Describe the cognitive advances and limitations of adolescence. With the attainment of formal operational thought, the developing person becomes able to think in an adult way—that is, to be logical, to think in terms of possibilities, and to reason scientifically and abstractly.</p> <p>Objective 3.0: Explores teaching and learning in middle school and high school, as adolescents enter secondary school, their grades often suffer and their level of participation decreases. The rigid behavioral demands and intensified competition of most secondary schools do not, unfortunately, provide a supportive learning environment for adolescents.</p>	<p>muscles.</p> <p>f. Describe the changes in the body’s internal organs that accompany the growth spurt.</p> <p>g. Discuss the development of the primary and secondary sex characteristics in males and females during puberty, and describe the role of hormones and the social context in the adolescent’s sexual behavior.</p> <p>h. Discuss the potential problems associated with early sexual activity.</p> <p>i. Discuss sexual abuse, focusing on its prevalence.</p> <p>a. Discuss the relationship between the uneven neurological development of the limbic system and the prefrontal cortex, and how this relates to adolescent cognition and behavior.</p> <p>b. Discuss adolescent egocentrism, and give three examples of egocentric fantasies or fables.</p> <p>c. Describe evidence of formal operational thinking during adolescence, and provide examples of adolescents’ emerging ability to reason deductively and inductively.</p> <p>a. Discuss possible reasons for the slump in academic performance and other problems that often appear during the transition from elementary school to middle school.</p> <p>b. Discuss the relationship between the technological advances in educational tools and teenage cognition and evaluate the typical secondary school’s ability to meet the cognitive needs of the typical adolescent.</p> <p>c. Explore some options for improving adolescent engagement in secondary school.</p>	<p>-PPP/Discussion with examples and question/answer time.</p> <p>-PPP/Discussion with examples and question/answer time.</p>	
<p>Standard 10 The student will identify adolescence heightened quest for self-understanding and identity. Friends, family, community, and culture are powerful social forces that help or hinder the adolescent’s transition from childhood to adulthood.</p>			
Knowledge(objective)	Performance Objective	Teaching Method	Assessment
<p>Objective 1.0: Discusses the adolescent’s efforts to achieve an identity, focusing on the impact of</p>	<p>a. Describe the development of identity during adolescence, and identify the four major identity statuses.</p> <p>b. Discuss the search for identity through the formation of</p>	<p>-PPP/Discussion with examples and question/answer time.</p>	<p>Unit one exam covering Chapter/Standard 7-10.</p>

<p>parents and peer groups on psychosocial development.</p> <p>Objective 2.0: examines the influences of family, friends, and society on adolescent psychosocial development, including the development of romantic and sexual relationships.</p> <p>Objective 3.0: Understand the major health hazard that too often affects adolescents: the use of alcohol, tobacco, and other drugs. A final section looks at the toll sadness and anger can take on adolescent lives, including depression, suicide, and delinquency.</p>	<p>religious, gender, political/ ethnic, and vocational identities, and problems encountered in each.</p> <ol style="list-style-type: none"> Describe parental influence on identity formation, including the effect of parent– adolescent conflict and other aspects of parent–teen relationships. Explain the constructive functions of peer relationships and close friendships during adolescence and the unique challenges faced by immigrants. Discuss the development of male–female relationships during adolescence, including the challenges faced by gay and lesbian adolescents. Discuss the various influences on teen sexual behavior, including peers, parents, and schools, and describe current trends in teen sexual behavior. <ol style="list-style-type: none"> Discuss the causes of depression in adolescents, and describe some contributing factors and gender, ethnic, and national variations in adolescent suicides and suicide attempts. Discuss delinquency among adolescents today, noting its incidence and prevalence, causes, and best approaches for prevention or treatment. Discuss drug use and abuse among adolescents today, including their prevalence and significance for development. 	<p>-PPP/Discussion with examples and question/answer time.</p> <p>-PPP/Discussion with examples and question/answer time.</p>	<p>Vocabulary/Flash Cards</p> <p>Extra Credit Crossword Puzzle Review</p>
<p>Standard 11 The student will examine the decisions young adults make regarding lifestyle affect the course of their overall development.</p>			
Knowledge(objective)	Performance Objective	Teaching Method	Assessment
<p>Objective 1.0: Description of the growth, strength, and health of the individual during emerging adulthood, including declines in the efficiency of the body’s systems.</p> <p>Objective 2.0: Describes how adult thinking differs from adolescent thinking. The experiences and challenges of adulthood result in a new, more practical and flexible</p>	<ol style="list-style-type: none"> Describe the changes in growth, strength, and overall health that occur during emerging adulthood. Discuss changes in the efficiency of various body functions, focusing on the significance of these changes for the individual. Identify age-related trends in sexual responsiveness and differing attitudes about the purpose of sex. <ol style="list-style-type: none"> Discuss the benefits and costs of risk taking among emerging adults, noting the attraction of “living on the edge” and the social norms approach to reducing risk taking and improving health habits among emerging adults. Discuss the causes and consequences of drug abuse during 	<p>-PPP/Discussion with examples and question/answer time.</p> <p>-PPP/Discussion with examples and question/answer time.</p>	<p>Unit one exam covering Chapter/Standard 11-13.</p> <p>Vocabulary/Flash Cards</p> <p>Extra Credit Crossword Puzzle Review</p>

<p>thinking—the dynamic, in-the-world cognitive style that adults typically use to solve the problems of daily life. Also, examines the effect of the college experience on cognitive growth; findings here indicate that years of education correlate with virtually every measure of cognition as thinking becomes progressively more flexible and tolerant.</p> <p>Objective 3.0: Examines the personality development during emerging adulthood, both positive and negative emotions are strong. The stresses of this period of life combine with genetic vulnerability in some individuals to trigger substance abuse and the development of mood disorders, anxiety disorders, or schizophrenia.</p> <p>Objective 4.0: Addresses the need for intimacy in adulthood, focusing on the development of friendship, love, and marriage.</p>	<p>emerging adulthood.</p> <p>c. Identify the main characteristics of thinking during emerging adulthood, and tell how it differs from formal operational thought.</p> <p>d. Define <i>dialectical thought</i>, and give examples of its usefulness.</p> <p>e. Discuss the effects of culture on cognition and the relationship between cognitive growth and higher education.</p> <p>f. Compare college students and institutions today with their counterparts of a decade or two ago, and evaluate the changing college context.</p> <p>a. Discuss how the individual's well-being is affected by the independence of emerging adulthood, and explain the diathesis-stress model.</p> <p>b. Discuss the origins of depression, anxiety disorders, and schizophrenia.</p> <p>a. Explain how the viewpoint of most developmentalists regarding identity formation has shifted.</p> <p>b. Review the developmental course of friendship during adulthood, noting factors that promote friendship and gender differences in friendship patterns.</p> <p>c. Identify Sternberg's three components of love, and discuss the pattern by which they develop in relationships.</p> <p>d. Discuss the impact of cohabitation on relationships, and identify factors that influence marital success.</p>	<p>-PPP/Discussion with examples and question/answer time.</p> <p>-PPP/Discussion with examples and question/answer time.</p>	
<p>Standard 12 The student will examine the ages of 25 and 65, most people experience a variety of physical changes, such as wrinkling, graying and thinning of the hair, and redistribution of fat deposits. In addition, sensory acuity generally declines. Most of these physical changes have no significant health consequences, however.</p>			
Knowledge(objective)	Performance Objective	Teaching Method	Assessment
<p>Objective 1.0: Discuss the latest ways in which variations in health are measured to reflect quality of</p>	<p>a. Identify the typical physical signs of aging seen in middle adulthood and discuss their impact.</p> <p>b. Identify the typical changes that occur in the sexual-</p>	<p>-PPP/Discussion with examples and question/answer time.</p>	<p>Unit one exam covering Chapter/Standard 11-13.</p>

<p>living, in addition to traditional measures of illness and death rates. Gender, socioeconomic status, and culture are powerful influences on all four measures of health in middle age.</p> <p>Objective 2.0: Focus on cognitive changes during adulthood, including the slowing of brain functioning. The way psychologists conceptualize intelligence has changed considerably in recent years. The contemporary view of intelligence emphasizes its multidimensional nature. Most experts now believe that there are several distinct intelligences rather than a single general entity.</p> <p>Objective 3.0: Discuss the cognitive expertise that often comes with experience, pointing out the ways in which expert thinking differs from that of the novice. Expert thinking is more specialized, flexible, and intuitive and is guided by more and better problem-solving strategies.</p>	<p>reproductive system during middle adulthood.</p> <p>c. Describe the relationship between health and certain lifestyle factors—tobacco and alcohol use, lack of exercise, and overeating—and identify measures for increasing health during middle adulthood.</p> <p>d. Differentiate four measures of health, including how these measures help facilitate an understanding of adult health problems related to gender, socioeconomic status, and culture.</p> <p>a. Describe how the brain’s anatomy and functioning change during adulthood.</p> <p>b. Briefly trace the history of the controversy regarding adult intelligence, including the findings of cross-sectional and longitudinal research and how cross-sequential research compensates for the shortcomings of the other methods.</p> <p>c. Distinguish between fluid and crystallized intelligence, and explain how each is affected by age.</p> <p>d. Differentiate the three fundamental forms of intelligence described by Robert Sternberg.</p> <p>e. Outline Howard Gardner's theory of intelligence.</p> <p>f. Discuss the roles of age and cultural and historical context in determining which type of intelligence is most valued.</p> <p>a. Explain the concept of selective optimization with compensation.</p> <p>b. Describe how the cognitive processes of experts differ from those of novices.</p> <p>c. Describe the six stages of faith outlined by James Fowler.</p>	<p>-PPP/Discussion with examples and question/answer time.</p> <p>-PPP/Discussion with examples and question/answer time.</p>	<p>Vocabulary/Flash Cards</p> <p>Extra Credit Crossword Puzzle Review</p>
<p>Standard 13 The student will examine psychosocial development during adulthood is tied less to age than to context and circumstances.</p>			
Knowledge(objective)	Performance Objective	Teaching Method	Assessment
<p>Objective 1.0: Understand adult personality through examining Erikson’s stage theory and the big five personality traits.</p>	<p>a. Describe the psychosocial tensions and goals of adulthood, as described by Erikson and Maslow.</p> <p>b. Explain how the social clock influences the timing of important events during adulthood, and discuss problems with the</p>	<p>-PPP/Discussion with examples and question/answer time.</p>	<p>Unit one exam covering Chapter/Standard 11-13.</p> <p>Vocabulary/Flash Cards</p>

<p>Objective 2.0: Examine how people react to the challenges of middle adulthood when self-doubt, reevaluation of career goals, and shifts in family responsibilities lead to turmoil and change, few developmentalists today believe that such changes commonly produce a midlife crisis.</p>	<p>concept of the midlife crisis.</p> <p>c. Describe the Big Five cluster of personality traits, and explain the concept of an ecological niche, noting how it interacts with personality.</p> <p>d. Discuss the importance of the social convoy in protecting adults against the effects of stress.</p> <p>e. Describe how and why marital relationships tend to change during adulthood, including the empty nest syndrome.</p> <p>f. Discuss the impact of divorce and remarriage during adulthood.</p> <p>g. Explain how caregiving helps meet the mature adult's need for generativity.</p> <p>a. Discuss middle-aged adults as the “sandwich generation,” focusing on their caring for their elderly parents.</p> <p>b. Describe how the balance among work, family, and self often shifts during adulthood.</p> <p>c. Describe the difference between intrinsic and extrinsic rewards associated with working, and how job change and job loss influences older workers.</p> <p>d. Discuss the types of stressors experienced by adults, the difference between problem focused and emotion-focused coping, and gender differences.</p>	<p>-PPP/Discussion with examples and question/answer time.</p>	<p>Extra Credit Crossword Puzzle Review</p>
<p>Standard 14</p>			
<p>The student will identify biosocial and cognitive development during late adulthood, discussing the myths and reality of this final stage of the life span.</p>			
Knowledge(objective)	Performance Objective	Teaching Method	Assessment
<p>Objective 1.0: Examine the biosocial development during late adulthood.</p>	<p>a. Define <i>ageism</i>, and explain the contributions of gerontology to changing views about old age. Describe ongoing changes in the age distribution of the American population, noting the current shape of the “population pyramid.”</p> <p>b. Explain the current state of the dependency ratio, and distinguish among three categories of the aged.</p> <p>c. Discuss primary and secondary aging in relation to diseases in old age, and describe the adjustments older adults may have to make in various areas of life in order to maintain optimal functioning.</p> <p>d. Discuss the importance of good health habits for successful aging.</p> <p>e. Describe age-related problems in vision and hearing.</p> <p>f. Explain the concept of compression of morbidity.</p>	<p>-PPP/Discussion with examples and question/answer time.</p>	<p>Unit one exam covering Chapter/Standard 14-16.</p> <p>Vocabulary/Flash Cards</p> <p>Extra Credit Crossword Puzzle Review</p>

<p>Objective 2.0: Explores the loss of cognitive function suffered by victims of dementia. The most common forms of dementia are Alzheimer disease and multi-infarct dementia, but several diseases can cause subcortical dementia—among them Parkinson’s disease, Hunting ton’s disease, and multiple sclerosis. Many other problems, such as inadequate nutrition, alcohol abuse, and psychological illness, are misdiagnosed as dementia.</p>	<ol style="list-style-type: none"> Summarize research findings regarding changes in both sensory and working memory during late adulthood. Summarize research findings regarding changes in the older adult’s ability to access the knowledge base and to use control processes efficiently. Characterize and explain discrepancies between how the elderly perform on memory and problem-solving tasks in the laboratory, on the one hand, and in daily life, on the other. Discuss the problem with identifying the cause of dementia in an older adult. Identify and describe the two most common organic causes of dementia and describe the causes of subcortical dementias, and explain how symptoms of dementia can sometimes be reversed or slowed through proper treatment. Discuss the claims of developmentalists regarding the possibility of positive cognitive development during late adulthood, and cite several areas of life in which such development may occur. 	<p>-PPP/Discussion with examples and question/answer time.</p>	
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Standard 16

The student will identify how dying is viewed throughout the life span, in different cultures and religions, and at different points in history. They will explore various issues regarding the dying person’s wants and needs including the importance of honest communication to the terminal ill patients and discuss the palliative care designed to help them die “a good death”. The students will examine the grief and mourning processes and how people can be aided in the process of recovery.

Knowledge(objective)	Performance Objective	Teaching Method	Assessment
<p>Objective 1.0 Understand the various meanings of death over the life span and in different religious and cultural context.</p>	<ol style="list-style-type: none"> Define and discuss Thanatology, the study of death and dying. Discuss how religious practices and beliefs vary by culture and as historical condition change. Explore the understanding of death differences between a two year old and an older person. Examine why adolescents and emerging adults romanticize death thus results in suicides, accidents, and homicides. Discuss the shift in attitudes about death when adults become responsible for work and family and why anxiety about death decreases and hope rises in late adulthood. Belief in life after death is directly related to people’s estimate of how close they themselves are to death. For this reason, the aged tend to be more religious than the young. In all religions and cultures, death is considered a passage, not an endpoint. Some people who survive a serious injury or illness report having had a near-death experience in which they 	<p>-PPP/Discussion with examples and question/answer time.</p>	<p>Unit one exam covering Chapter/Standard 14-16.</p> <p>Vocabulary/Flash Cards</p> <p>Extra Credit Crossword Puzzle Review</p>

<p>Objective 2.0 Understand the meaning of a “good death” and to explore the controversy over whether to prolong life or hasten death in a terminally ill person.</p>	<p>left their body. These experiences often include religious elements.</p> <ol style="list-style-type: none"> Discuss what A good death is, one that is at the end of a long life; is peaceful, swift, and without pain, confusion, or discomfort; and occurs at home surrounded by friends and family. Modern medical techniques make a good death both more likely and more difficult. Explain the major factor in our understanding of the psychological needs of the dying was the pioneering work of Elisabeth Kübler-Ross. Kübler-Ross’s research led her to propose that the dying go through five emotional stages: denial, anger, bargaining, depression, and finally acceptance. Another set of stages is based on Maslow’s hierarchy of needs. Understand what is hospice and its goals for the terminally ill,, Cecily Saunders opened the first hospice in London during the 1950s. (Hospices provide the dying with skilled medical care but avoid death-defying interventions. The hospice setting respects patients’ dignity. Unfortunately, hospice is not available everywhere. Cost is a problem in many cases.) Define Palliative care, Medical care that is designed not to treat an illness but to relieve pain and suffering . Define Double effect, double effect of reducing pain while speeding up death by suppressing respiration. Understand that Historically, death was determined by listening to the heart. In the late 1970s, physicians decided that death occurred when brain waves ceased. Define; passive euthanasia, a seriously ill person is allowed to die naturally, through the cessation of medical interventions. Active euthanasia, someone intentionally acts to terminate the life of a suffering person. Physician-assisted suicide, in which someone provides the means for a person to end his or her life. A living will to indicate what medical intervention they want if they become incapable of expressing those wishes. Health care proxy, who can make decisions for them on the spot if needed. Filling out the Five Wishes form (available online since 2011) helps with the specifics of end-of-life decisions. 	<p>-PPP/Discussion with examples and question/answer time.</p>	
<p>Objective 3.0 Understand grief and</p>	<ol style="list-style-type: none"> Discuss Grief refers to an individual’s emotional response to the 	<p>-PPP/Discussion with</p>	

<p>how it differs from morning.</p>	<p>sense of loss following a death.</p> <p>b. Understand the types of grief; About 10 percent of all mourners experience <i>complicated grief</i>, a type of grief that impedes the person's future life because of lingering sorrow or contradictory emotions. As rituals diminish, problems such as <i>absent grief</i> may become more common. Another problem is <i>incomplete grief</i>, in which circumstances interfere with the grief process. The practice of excluding unmarried partners, ex-spouses, and other people from mourning may create <i>disenfranchised grief</i>.</p> <p>c. <i>Understand Mourning</i>, refers to the ceremonies and behaviors that a religion or culture prescribes for bereaved people. A crucial factor in mourning is people's tendency to assess blame and their search for meaning in death. The individual may engage in <i>grief work</i>, experiencing and expressing strong emotions and then moving toward wholeness.</p> <p>d. Explain why Bereaved persons are comforted by social support. Those who would comfort the bereaved should be aware that powerful, complicated, and unexpected emotions are likely.</p>	<p>examples and question/answer time.</p>	
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