



CTSO Course Alignments: Lifespan Development

Below you will find standards for the Lifespan Development course aligned with competitive events from appropriate career and technical student organizations (CTSOs). Knowing the aligned events for your organization will allow you to have additional tools for teaching course standards, as well as increase student engagement and preparation in your CTSO activities. The final column recommends potential tools from other CTSO organizations. Even if your students are not participating in these organizations, available rubrics, tools, and materials can also add to the instructional resources at your disposal for best teaching your content.

Important to note: While the aligned activities below can be important tools in teaching course standards, it is important to note that events may not cover a standard in its entirety and should not be the sole instructional strategy used to address a standard.

	STANDARD	ALIGNED FCCLA COMPETITIVE EVENTS/PROGRAMS	OTHER POTENTIAL CTSO TOOLS & RESOURCES
1	<p>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:</p> <ul style="list-style-type: none"> a. Case study method b. Social survey method c. Naturalistic observation method d. Cross-cultural studies <p>(TN Reading 1, 2, 7; TN Psychology; TN Sociology; FACS 12)</p>		<ul style="list-style-type: none"> • HOSA: Human Growth and Development
2	<p>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.</p> <ul style="list-style-type: none"> a. Psychoanalytic theories b. Behavioral theories c. Humanistic theories d. Cognitive theories e. Ecological theory f. Sociocultural Theory <p>(TN Reading 1, 2, 6; TN Psychology; TN Sociology; FACS 12)</p>		

3	<p>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:</p> <ol style="list-style-type: none"> Emotional development/emotional intelligence Cross-cultural conceptions of intelligence Self-esteem Relationships Nature vs. nurture Temperament and personality <p>(TN Reading 1, 2, 4, 9; TN Writing 2, 7, 8, 9; TN Psychology; TN Sociology; FACS 12)</p>		<ul style="list-style-type: none"> • DECA: Business Operations Research Events • FFA: Agriscience Fair • HOSA: Human Growth and Development
4	<p>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.</p> <p>(TN Reading 1, 2, 4; TN Writing 4, 6, 7, 8, 9; TN Psychology; TN Sociology; FACS 12)</p>		<ul style="list-style-type: none"> • HOSA: Human Growth and Development
5	<p>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. (TN Reading 1, 2, 4; TN Writing 4, 7; TN Psychology; TN Sociology; FACS 12)</p>		<ul style="list-style-type: none"> • HOSA: Human Growth and Development, Biomedical Laboratory Science • TSA: Biotechnology Design
6	<p>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:</p> <ol style="list-style-type: none"> Apgar score Brazelton Neonatal Behavioral Assessment Scale Neonatal Intensive Care Unit Network Neurobehavioral Scale (NNNS) <p>(TN Reading 1, 2, 7; TN Writing 2, 4, 7; TN Psychology; TN Sociology; FACS 12)</p>		<ul style="list-style-type: none"> • HOSA: Prepared Speaking • TSA: Prepared Presentation

<p>7</p>	<p>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:</p> <ul style="list-style-type: none"> 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 (TN Reading 1, 2, 4; TN Writing 2, 7, 8, 9; TN Psychology; TN Sociology) 		<ul style="list-style-type: none"> • HOSA: Human Growth and Development, Health Education • TSA: Desktop Publishing
<p>8</p>	<p>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. (TN Biology 4; TN Psychology; TN Sociology; FACS 12)</p>		<ul style="list-style-type: none"> • HOSA: Extemporaneous Health Poster, Human Growth and Development • TSA: Promotional Graphics, Desktop Publishing
<p>9</p>	<p>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:</p> <ul style="list-style-type: none"> 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 (TN Reading 1, 2, 4; TN Writing 2, 7, 8, 9; TN Psychology; TN Sociology) 		<ul style="list-style-type: none"> • HOSA: Extemporaneous Health Poster, Human Growth and Development • TSA: Promotional Graphics, Desktop Publishing

<p>10</p>	<p>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:</p> <ol style="list-style-type: none"> 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 <p>(TN Reading 1, 2, 4; TN Writing 2, 7, 8, 9; TN Psychology; TN Sociology)</p>		<ul style="list-style-type: none"> • HOSA: Extemporaneous Health Poster, Human Growth and Development • TSA: Promotional Graphics, Desktop Publishing
<p>11</p>	<p>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:</p> <ol style="list-style-type: none"> 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 <p>(TN Reading 1, 2, 4; TN Writing 2, 7, 8, 9; TN Psychology; TN Sociology)</p>		<ul style="list-style-type: none"> • HOSA: Extemporaneous Health Poster, Human Growth and Development • TSA: Promotional Graphics, Desktop Publishing

<p>12</p>	<p>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:</p> <ol style="list-style-type: none"> Physical: rapid growth to cessation of growth, development of secondary sex characteristics, maturing of reproductive system, changes in height and weight Cognitive: experimentation and learning, Piaget’s shift from concrete thinking to formal operational thought processes, abstract thinking, formal problem solving Emotional-social: peer and romantic relationships, Erikson’s search for identity, conflict with authority figures Analyze components of a healthy and safe environment during adolescence. Appraise activities and techniques that optimize the development of adolescences <p>(TN Reading 1, 2, 4; TN Writing 2, 7, 8, 9; TN Psychology; TN Sociology)</p>		<ul style="list-style-type: none"> • HOSA: Extemporaneous Health Poster, Human Growth and Development • TSA: Promotional Graphics, Desktop Publishing
<p>13</p>	<p>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:</p> <ol style="list-style-type: none"> Physical: cessation of growth, peaking of physical functions and characteristics Cognitive: post conventional stage of moral development, continued development of intellectual and reasoning capacities Emotional-social: sexual maturation, Erikson’s intimacy, development of a professional and personal identity Analyze components of a healthy and safe environment during early adulthood. <p>(TN Reading 1, 2, 4; TN Writing 2, 7, 8, 9; TN Psychology; TN Sociology)</p>		<ul style="list-style-type: none"> • HOSA: Extemporaneous Health Poster, Human Growth and Development • TSA: Promotional Graphics, Desktop Publishing
<p>14</p>	<p>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:</p> <ol style="list-style-type: none"> Physical: decline of physical functions and characteristics, increase in health risks due to genetic conditions or contraction of diseases Cognitive: plateau of mental capabilities, reevaluation of life purpose and meaning Emotional-social: Erikson’s task (generativity), evaluating and redesigning career options Analyze components of a healthy and safe environment during middle adulthood. <p>(TN Reading 1, 2, 4; TN Writing 2, 7, 8, 9; TN Psychology; TN Sociology)</p>		<ul style="list-style-type: none"> • HOSA: Extemporaneous Health Poster, Human Growth and Development • TSA: Promotional Graphics, Desktop Publishing

15	<p>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:</p> <ol style="list-style-type: none"> Physical: continued decline of physical functions and characteristics Cognitive: cognitive decline, long-term versus short-term memory loss Emotional-social: Erikson’s ego integrity, changes in work and leisure Analyze components of a healthy and safe environment during later adulthood. <p>(TN Reading 1, 2, 4; TN Writing 2, 7, 8, 9; TN Psychology; TN Sociology)</p>		<ul style="list-style-type: none"> • HOSA: Extemporaneous Health Poster, Human Growth and Development • TSA: Promotional Graphics, Desktop Publishing
16	<p>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.</p> <ol style="list-style-type: none"> Shock and Denial Pain and Guilt Anger and Bargaining Depression, Reflection, and Loneliness Upward Turn Reconstruction and Working Through Acceptance and Hope <p>(TN Reading 1, 2, 4; TN Writing 2, 7, 8, 9; TN Psychology; TN Sociology)</p>		<ul style="list-style-type: none"> • HOSA: Extemporaneous Health Poster • TSA: Promotional Graphics
17	<p>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. (TN Reading 1, 2, 4, 7; TN Writing 4, 7, 9; TN Psychology; TN Sociology; FACS 12)</p>		<ul style="list-style-type: none"> • HOSA: Human Growth and Development
ALL	<p>CAN BE USED WITH ALL/MOST STANDARDS</p>	<ul style="list-style-type: none"> • FCCLA: Illustrated Talk, Chapter in Review Display, Chapter in Review Portfolio, National Programs in Action, Focus on Children 	<ul style="list-style-type: none"> • FBLA: Computer Applications, Desktop Publishing • SkillsUSA: Career Pathways Showcase, Job Skills Demonstration A, Job Skills Demonstration O, Prepared Speech, Extemporaneous Speaking, Chapter Display