TN Department of Education | College, Career and Technical Education

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Lifespan Development

Primary Career Cluster:	Human Services
Course Contact:	CTE.Standards@tn.gov
Course Code(s):	C19H17
Prerequisite(s):	*Introduction to Human Studies* (C19H19)
Credit:	1
Grade Level:	10-12
Focus Elective - Graduation Requirements:	This course satisfies one of three credits required for an elective focus when taken in conjunction with other Human Services courses.
POS Concentrator:	This course satisfies one out of two required courses to meet the Perkins V concentrator definition, when taken in sequence in the approved program of study.
Programs of Study and Sequence:	This is the second course in the *Human and Social Sciences* program of study.
Aligned Student Organization(s):	Family, Career and Community Leaders of America (FCCLA): http://www.tennesseefccla.org
Coordinating Work-Based Learning:	Teachers are encouraged to use embedded WBL activities such as informational interviewing, job shadowing, and career mentoring. For information, visit https://www.tn.gov/education/career-and-technical-education/work-based-learning.html.
Promoted Tennessee Student Industry Credentials:	Credentials are aligned with postsecondary and employment opportunities and with the competencies and skills that students acquire through their selected program of study. For a listing of promoted student industry credentials, visit https://www.tn.gov/education/career-and-technical-education/student-industry-certification.html
Teacher Endorsement(s):	050, 051, 154, 450
Required Teacher Certifications/Training:	None
Teacher Resources:	https://www.tn.gov/education/career-and-technical-education/career-clusters/cte-cluster-human-services.html Best for All Central: https://bestforall.tnedu.gov

Approved April 10, 2015; Amended Jan. 2018; Nov. 2021

Course-at-a-Glance

CTE courses provide students with an opportunity to develop specific academic, technical, and 21st century skills necessary to be successful in career and in life. In pursuit of ensuring every student in Tennessee achieves this level of success, we begin with rigorous course standards which feed into intentionally designed programs of study.

Students engage in industry relevant content through general education integration and experiences such as career & technical student organizations (CTSO) and work-based learning (WBL). Through these experiences, students are immersed with industry standard content and technology, solve industry-based problems, meaningfully interact with industry professionals, and use/produce industry specific, informational texts.

Using a Career and Technical Student Organization (CTSO) in Your Classroom

CTSOs are a great resource to put classroom learning into real-life experiences for your students through classroom, regional, state, and national competitions, and leadership opportunities. Below are CTSO connections for this course, note this is not an exhaustive list.

- Participate in CTSO Fall Leadership Conference to engage with peers by demonstrating logical thought processes and developing industry specific skills that involve teamwork and project management
- Participate in contests such as: Career Investigation; Interpersonal Communication; Professional Presentation; and Job Interview
- Participate in leadership activities such as Promote and Publicize FCCLA, Parliamentary Procedure, Entrepreneurship, and Chapter Service Project Display and Portfolio.

For more ideas and information, visit Tennessee FCCLA at https://www.tennesseefccla.org

Using a Work-based Learning (WB) in Your Classroom

Sustained and coordinated activities that relate to the course content are the key to successful work-based learning. Possible activities for this course include the following. This is not an exhaustive list.

- **Standards 1.1-6.1** | Participate in job shadowing at a variety of locations to observe cognitive and social behavior of babies through late school age children.
- **Standards 7.1** | Invite a counselor to discuss risk behaviors in teens.
- **Standards 8.1 |** Invite a health care professional to discuss healthy lifestyles for adults

Course Description

Lifespan Development builds basic knowledge in human growth and development. Upon completion of the course, proficient students will have knowledge of developmental theory, principles of growth, behavior of children from conception through adolescence, adult development and aging, and death and dying. Artifacts will be created for inclusion in a portfolio, which will continue to build throughout the program of study.

Course Standards

1. Foundations of Human Development

1.1 Human development theories: 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
g. Motivational theories
h. Moral theories
i. Emotional development/emotional intelligence theories

1.2 Human Growth and Development Topics: Research and summarize a **topic related to human growth and development**. Topics might include, but are not limited to:

a. Cross-cultural conceptions of intelligence
b. Self-esteem
c. Relationships
d. Nature vs. nurture
e. Temperament and personality
f. Prenatal Development
g. Brain/ Adverse Childhood Events (ACEs)
h. Global or Community issues

2. Prenatal Development

2.1 Pre-Term Development: Outline the **biological process** and **describe each stage of growth and development** that occur from conception to delivery of a full-term infant.

2.2 Influence of Heredity and Environment on Infant Development: Analyze the **role of heredity and environment in infant growth and development**. Describe common **risk factors** during each stage of growth and development from conception to delivery of a full-term infant.

2.3 DNA and Heredity: Analyze the **relationships among DNA, genes, genetics, and heredity**. Use scientific principles and evidence to explain:
   a. The process of how traits are passed from parents to offspring.
   b. The most common chromosomal and gene-linked anomalies and the health implications associated with each.

2.4 Infertility Treatments: Compare and contrast the various **fertility treatments and technology** used to overcome male and female infertility. Discuss the **ethical implications** of using infertility treatments. Assisted reproductive technology (ART) methods can include but are not limited to:
   a. Intrauterine insemination
   b. Invitro fertilization
   c. Gestational carrier/surrogacy
   d. Ovum/Sperm donors

2.5 Labor and Delivery: Research the various **types of labor and delivery**. Describe what happens at each stage and complications that may arise. Investigate the **treatments and medical testing** the mother and newborn might undergo during the first few postpartum days.

3. Infancy

3.1 Infant Development: Research and outline the **5 Areas of Development** that occur during infancy. Appraise activities and techniques that optimize the development in each area. Examples of Areas of Development may include, but are not limited to:
   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,
   b. Cognitive: reflexes, language acquisition, sensory development, play, Piaget
   c. Emotional-social: bonding, Erikson's psychosocial task, temperament vs. personality

3.2 Brain Development: Illustrate the **parts of the human brain**, detailing principle functions as they relate to **physical and cognitive development**. Draw conclusions about the most important influences on and relationships among brain development, reasoning capacity, brain plasticity, and learning.

4. Toddlerhood

4.1 Toddler Development: Research and outline the ***5 Areas of Development*** that occur during toddlerhood. Appraise activities and techniques that optimize the development in each area. Examples of Areas of Development may include, but are not limited to:
   a. Physical: height and weight, body proportions, teeth, 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, , 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.

5. Preschool

5.1 Preschool Development: Research and outline the ***5 Areas of Development*** that occur in preschool. Appraise activities and techniques that optimize the development in each area. Examples of Areas of Development may include, but are not limited to:

a. Physical: height & weight, gross and fine motor skills, sleep patterns,
b. Cognitive: sensory development, depth perception, language acquisition/vocabulary, moral development, symbolic play, imagination, Piaget's preoperational thought and centration, concept formation, and
c. Emotional-Social: Erikson's initiative, jealousy, preschool socialization, friendships with other children, Freud's development of superego, cooperative play, fears.

6. School Age

6.1 School Age Development: Research and outline the ***5 Areas of Development*** that occur during school age. Appraise activities and techniques that optimize the development in each area. Examples of Areas of Development may include, but are not limited to:

a. Physical: height and weight; improvement of hand-eye coordination; fine motor skills development; gender differences in motor skills; development of writing; strength acquisition; and endurance, sleep and rest requirements
b. Cognitive: 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.

7. Puberty and Adolescence

7.1 Adolescent Development: Research and outline the ***5 Areas of Development*** that occur in puberty and adolescence. Appraise activities and techniques that optimize the development in each area. Examples of Areas of Development may include, but are not limited to:

a. Physical: rapid growth to cessation of growth, 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, contraception, teen pregnancy, Erikson's search for identity, conflict with authority figures.

Analyze **components of a healthy and safe environment** during adolescence.

8. Adulthood

8.1 Development in Early, Middle, and Late Adulthood: Research and outline the ***5 Areas of Development*** that occur in each phase of adulthood; i.e., **early, middle, and late**. Analyze components of a **healthy and safe environment** and highlight **steps for achieving optimum wellness during late adulthood**. Examples of *Areas of Development* may include, but are not limited to:

a. Physical:
    i. cessation of growth
    ii. peaking of physical functions and characteristics
    iii. decline of physical functions and characteristics,
    iv. increase in health risks due to genetic conditions or contraction of diseases
b. Cognitive: post conventional stage of moral development, continued development of intellectual and reasoning capacities plateau of mental capabilities, reevaluation of life purpose and meaning, cognitive decline, long-term versus short-term, death and dying concepts
c. Emotional-social:
    i. Erikson's intimacy, development of a professional and personal identity
    ii. Erikson's task (generativity), evaluating and redesigning career options
    iii. Erikson's ego integrity, changes in work and leisure

9. Final Project

9.1 Lifetime Change: Examine the nature of change over a lifetime using **Havighurst's developmental tasks** including personal milestones:

a. The major periods of life outlined in the course
b. Describe major developmental changes
c. Key tasks associated with each period

The following artifacts will reside in the student's portfolio:

- Artifacts that demonstrate student proficiency

Standards Alignment Notes

*References to other standards include:

- FACS: National Standards for Family and Consumer Sciences Education, Second Edition: National Association of State Administrators of Family and Consumer Sciences, FACS.
- P21: Partnership for 21st Century Skills Framework for 21st Century Learning
    - Note: While not all standards are specifically aligned, teachers will find the framework helpful for setting expectations for student behavior in their classroom and practicing specific career readiness skills.