

Human Development: Adolescence to Death

Career Cluster	Education and Training
Course Code	19261
Prerequisite(s)	Human Development: Adolescence to Death is a recommended prerequisite for pathway courses such as Teaching and Training as a Profession.
Credit	.5
Program of Study and Sequence	Human Development: Adolescence to Death is a recommended prerequisite for pathway courses such as Teaching and Training as a Profession.
Student Organization	FCCLA
Coordinating Work-Based Learning	Tours, Guest Speakers, Field Trips, Volunteer.
Industry Certifications	None
Dual Credit or Dual Enrollment	TBD
Teacher Certification	FACS Education
Resources	

Course Description:

Each person passes through various life stages. These stages are infancy, childhood, adolescence, young adulthood, middle life and later life. Understanding human development helps students prepare for the roles of adulthood. *Human Development: Adolescence through Death* is a course that is designed to enable students to gain knowledge necessary to understand the developmental stages from adolescence through late adulthood. The course will examine the developmental tasks, traits and problems of each of these stages.

Program of Study Application

This is one of three Human Development courses in the suggested sequence of Education and Training career cluster. It is recommended that it be preceded by Foundational CTE Courses and Introduction to Education and Training. The course is followed by Teaching and Training as a Profession and Capstone Experience.

Course Standards

Indicator # HDAA 1 Analyze principles of human growth and development from adolescence through adulthood.

<i>Webb Level</i>	<i>Sub-indicator</i>	<i>Integrated Content</i>
Three Strategic Thinking	HDAA 1.1 Compare human development theories related to adolescence and adulthood. <i>Example:</i> <ul style="list-style-type: none">• Research human development theories related to adolescence and adulthood.• Reflect personally on human development theories related to adolescence and adulthood.	
Three Strategic Thinking	HDAA 1.2 Assess interrelationships among physical, emotional, social, and intellectual aspects of human growth and development. <i>Example:</i> <ul style="list-style-type: none">• Prepare a presentation to illustrate principles of development and/or stages of development.• Cite evidence of developmental issues and human growth.• Explain phenomena in terms of changes experienced in the aging process.	

Notes:

Indicator # HDAA 2 Analyze influences on human growth and development.

<i>Webb Level</i>	<i>Sub-indicator</i>	<i>Integrated Content</i>
Three Strategic Thinking	<p>HDAA 2.1 Investigate the effect of heredity and environment on human development.</p> <p><i>Example:</i></p> <ul style="list-style-type: none"> • Research inherited or environmental factors that influence human growth and development. • Explore personal heredity and development. • Draw conclusions related to environmental factors. 	
Two Skill/Concept	<p>HDAA 2.2 Identify the effects of gender and culture on human development.</p> <p><i>Example:</i></p> <ul style="list-style-type: none"> • Research cultural backgrounds and compare perspectives. • Research how gender may affect development and compare perspectives. 	
Four Extended Thinking	<p>HDAA 2.3 Connect the effects technology has on human growth and development.</p> <p><i>Example:</i></p> <ul style="list-style-type: none"> • Research the effects of technology on personal growth and development. • Analyze personal technology use. • Create a method to show the effects of technology on human growth and development. 	
Three Strategic Thinking	<p>HDAA 2.4 Investigate the effect of socioeconomics and medical technology on human development.</p> <p><i>Example:</i></p> <ul style="list-style-type: none"> • Assess ways socioeconomic and medical technology impact individual growth and development. • Collect and display information on a current topic relating to socioeconomic or medical technologies. 	

Notes:

Indicator # HDAA 3 Compare factors that promote growth and development across adolescence and adulthood.

<i>Webb Level</i>	<i>Sub-indicator</i>	<i>Integrated Content</i>
Three Strategic Thinking	HDAA 3.1 Assess the roles of support systems in meeting human development needs. <i>Example:</i> <ul style="list-style-type: none">• Identify community resources that provide for positive development opportunities.• Assess community resources that provide for positive development opportunities.• Participate in a simulation showing how to locate, access, and use community resource.	
Three Strategic Thinking	HDAA 3.2 Draw conclusions related to the role nurturing has on human development. <i>Example:</i> <ul style="list-style-type: none">• Identify positive and negative factors that contribute to behaviors.• Illustrate nurturing practices that influence personal development.• Develop a project that promotes interactions among generations.	

Notes:

Indicator # HDAA 4 Analyze the processes of aging and death.

<i>Webb Level</i>	<i>Sub-indicator</i>	<i>Integrated Content</i>
Four Extended Thinking	HDAA 4.1 Analyze social practices related to aging and death. <i>Example:</i> <ul style="list-style-type: none"> • Synthesize the socio-cultural aspects of death and aging. • Design experiential opportunities that relate to death and aging. 	
Four Extended Thinking	HDAA 4.2 Analyze coping methods that relate to aging and death. <i>Example:</i> <ul style="list-style-type: none"> • Connect the common physical reactions to grief. • Prove how the grieving process applies to various types of losses. • Design a personal method for coping with death and aging. 	
Three Strategic Thinking	HDAA 4.3 Demonstrate understanding of legal and ethical factors related to aging and death. <i>Example:</i> <ul style="list-style-type: none"> • Assess the legal and ethical factors that have a socio-cultural influence on aging and death. • Formulate a method for showing an understanding of legal and ethical factors related to aging and death. 	

Notes: