

**CTE Standards Unpacking**  
**Human Development: Adolescence to Death**

**Course:** Human Development: Adolescence to Death

**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.

**Career Cluster:** Education and Training

**Prerequisites:** Human Development: Adolescence to Death is a recommended prerequisite for pathway courses such as Teaching and Training as a Profession.

**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 Intros

<p><b>INDICATOR #HDAA 1: Analyze principles of human growth and development from adolescence through adulthood.</b></p>		
<p><b>SUB-INDICATOR 1.1 (Webb Level: 3 Strategic Thinking):</b> Compare human development theories related to adolescence and adulthood.</p>		
<p><b>SUB-INDICATOR 1.2 (Webb Level: 3 Strategic Thinking):</b> Assess interrelationships among physical, emotional, social, and intellectual aspects of human growth and development.</p>		
<p><b>Knowledge (Factual):</b></p> <p>Key human development theorists: Ex. Piaget, Erikson, Maslow, Bandura</p> <p>Stages of Human Development with emphasis on adolescent autonomy, identity, intimacy, generativity</p>	<p><b>Understand (Conceptual):</b></p> <p>Human development is multidimensional and lifelong</p> <p>Humans have basic needs that need to be met for healthy development</p> <p>Theories can help us understand and explain human behaviors and</p>	<p><b>Skills (Application):</b></p> <p>List the stages of human development and give examples</p> <p>Assess personal human development needs</p> <p>Analyze examples of human behavior</p>

<p>Emotional needs and development, specifically the four stages of human development</p> <p>Brain development research: - for example, prefrontal cortex development through early-mid 20s, brain plasticity, dementia.</p> <p>vocabulary: physical, social, emotional and intellectual development</p>	<p>development. Developmental tasks and concerns for adolescents and adults are unique.</p>	<p>analyze/identify human norms of behavior and abnormal</p> <p>differentiate between theories and developmental tasks of adolescence and adulthood.</p>
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**Benchmarks**

*Students will be assessed on their ability to:*

- Investigate human development theories to adolescence and adulthood.
- Reflect personally on human development theories related to adolescence and adulthood.
- 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 experiences in the aging process.

**Academic Connections**

<p><b>LA Literacy and/or Math Standard (if applicable, Science and/or Social Studies Standard):</b></p> <ol style="list-style-type: none"> <li>1. ELA Reading Standards for Informational Text: *RI.9-12: Indicators 1-5</li> <li>2. ELA Writing Standards: *W. 9-12: Indicators 1- 9</li> </ol> <p><a href="http://doe.sd.gov/octe/documents/cc_ELA_612.pdf">http://doe.sd.gov/octe/documents/cc_ELA_612.pdf</a></p>	<p><b>Example Performance Task Aligned to the Academic Standard(s):</b></p> <ol style="list-style-type: none"> <li>1. Research paper or multi-media presentation/project : -human development theories -stages of development/aging process</li> <li>2. Works cited page and in-text citations.</li> <li>3. Narrative of personal reflections on adolescence and adulthood</li> </ol>
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<p><b>INDICATOR #HDAA 2: Analyze influences on human growth and development.</b></p>		
<p><b>SUB-INDICATOR 2.1 (Webb Level: 3 Strategic Thinking):</b> Investigate the effect of heredity and environment on human development.</p>		
<p><b>SUB-INDICATOR 2.2 (Webb Level: 2 Skill/Concept):</b> Identify the effects of gender and culture on human development.</p>		
<p><b>SUB-INDICATOR 2.3 (Webb Level: 4 Extended Thinking):</b> Connect the effects technology has on human growth and development.</p>		
<p><b>SUB-INDICATOR 2.4 (Webb Level: 3 Strategic Thinking):</b> Investigate the effect of socioeconomics and medical technology on human development.</p>		
<p><b>Knowledge (Factual):</b> * Influences/Factors to include but not limited to: Heredity</p>	<p><b>Understand (Conceptual):</b> Both heredity and environment play key roles in development.</p>	<p><b>Skills (Application):</b> Analyze the personal effects of heredity and environment</p>

<p>Environment Gender Culture Technology Socioeconomics Medical Technology</p> <p>Basics theories: Nature vs Nurture/Hereditv vs Environment</p> <p>Federal Poverty Guidelines</p>	<p>Gender is multidimensional (i.e. affected by physical, social/emotional, and intellectual development)</p> <p>Culture influences behaviors, beliefs, attitudes, socioeconomics.</p> <p>Technology is an ever changing presence in all aspects of human development.</p>	<p>Identify the multiple facets of gender.</p> <p>Determine the effects that culture plays on human development</p> <p>Analyze the uses of technology and its influences on human development.</p> <p>Explore the influences of socioeconomics on human development.</p>
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**Benchmarks**

*Students will be assessed on their ability to:*

- Investigate inherited and environmental factors that influence personal growth and development
- Explore cultural backgrounds and compare perspectives.
- Examine how gender may affect development and compare perspectives.
- Look into and analyze the effects of technology on personal growth and development.
- Assess impact of socioeconomics on growth and development.
- Explain the impact of medical technology on human development.

***Academic Connections***

**ELA Literacy and/or Math Standard (if applicable, Science and/or Social Studies Standard):**

1. ELA Reading Standards for Informational Text:  
\*RI.9-12: Indicators 1-5
2. ELA Writing Standards:  
\*W. 9-12: Indicators 1- 9

<http://doe.sd.gov/octe/documents/cc>

**Sample Performance Task Aligned to the Academic Standard(s):**

1. Research paper or multi-media presentation/project
  - gender issues
  - cultural issues
  - technology and personal growth
  - socio-economical impacts
  - medical technology impacts

2. Works cited page and in-text

<a href="#">ELA 612.pdf</a>	citations.

<b>INDICATOR #HDAA 3: Compare factors that promote growth and development across adolescence and adulthood.</b>		
<b>SUB-INDICATOR 3.1 (Webb Level: 3 Strategic Thinking):</b> Assess the roles of support systems in meeting human development needs.		
<b>SUB-INDICATOR 3.2 (Webb Level: 3 Strategic Thinking):</b> Draw conclusions related to the role nurturing has on human development.		
<p><b>Knowledge (Factual):</b></p> <p>Community resources/Support Systems:</p> <ul style="list-style-type: none"> <li>* non-profit</li> <li>* trusted neighbors, friends, family</li> <li>* government (local, regional, national)</li> </ul> <p>Healthy vs unhealthy behaviors such as:</p> <ul style="list-style-type: none"> <li>-Lifestyle choices</li> <li>-Communication skills</li> <li>-Warning signs of unhealthy relationships</li> </ul> <p>Love and logic model</p> <p>Parenting styles</p> <p>5 love language</p>	<p><b>Understand (Conceptual):</b></p> <p>Resources/support help meet healthy developmental needs.</p> <p>Healthy and unhealthy choices affect development.</p> <p>Parenting styles and nurturing practices have a lifelong effect.</p>	<p><b>Skills (Application):</b></p> <p>Identify when resources are needed.</p> <p>Select resource(s) that appropriately address the identified need.</p> <p>Research community resources in local community and surrounding areas.</p> <p>Identify warning signs of unhealthy relationships.</p> <p>Apply healthy communication skills.</p> <p>Illustrate different parenting styles and nurturing practices</p> <p>Compare and contrast the potential outcomes of various parenting styles.</p>

<b>Benchmarks</b>	
<i>Students will be assessed on their ability to:</i>	
<ul style="list-style-type: none"> <li>• Identify and assess community resources that support healthy development.</li> <li>• Locate, access, and understand how to use community resources.</li> <li>• Identify healthy and unhealthy factors that contribute to behaviors.</li> <li>• Evaluate parenting styles and nurturing practices.</li> <li>• Explain the benefits of multi-generational relationships.</li> <li>• Identify ways to foster interactions among multiple generations.</li> </ul>	
<b>Academic Connections</b>	
<p><b>ELA Literacy and/or Math Standard (if applicable, Science and/or Social Studies Standard):</b></p> <p>1. ELA Reading Standards for Informational Text: *RI.9-12: Indicators 1-5</p> <p>2. ELA Writing Standards: *W. 9-12: Indicators 1- 9</p> <p><a href="http://doe.sd.gov/octe/documents/ccELA_612.pdf">http://doe.sd.gov/octe/documents/ccELA_612.pdf</a></p>	<p><b>Sample Performance Task Aligned to the Academic Standard(s):</b></p> <ol style="list-style-type: none"> <li>1. Letter to parent after analysis of different parenting styles.</li> <li>2. Analyze a case study to identify traits of unhealthy/healthy relationships/practices.</li> <li>3. Research paper or multi-media presentation/project <ul style="list-style-type: none"> <li>-community resources</li> <li>-compare/contrast single vs multi-generational living practices</li> <li>-parenting practices</li> <li>-communication between multi-generations</li> </ul> </li> </ol>

<b>INDICATOR #HDAA 4: Analyze the processes of aging and death.</b>		
<b>SUB-INDICATOR 4.1 (Webb Level: 4 Extended Thinking):</b> Analyze social practices related to aging and death.		
<b>SUB-INDICATOR 4.2 (Webb Level: 4 Extended Thinking):</b> Analyze coping methods that relate to aging and death.		
<b>SUB-INDICATOR 4.3 (Webb Level: 3 Strategic Thinking):</b> Demonstrate understanding of legal and ethical factors related to aging and death.		
<b>Knowledge (Factual):</b>	<b>Understand (Conceptual):</b>	<b>Skills (Application):</b>
Kubler Ross Stages of	Cultural norms of grief are	Identify community

<p>Grief</p> <p>Coping strategies/resources</p> <p>Planning for aging resources (long-term care insurance, life insurance)</p> <p>Funeral planning (i.e. cremation vs. burial, costs)</p> <p>Life Reviews</p> <p>Assisted Living, Nursing Homes, Hospice, In-Home Care, Family Caregiving</p> <p>Laws and ethics (local and national) related to death and dying.</p>	<p>different across cultures and individuals.</p> <p>It's important to plan ahead for possible long-term care situations.</p> <p>The aging process has financial, social, emotional, ethical and legal implications.</p> <p>Different aging needs require different types of care practices.</p>	<p>resources for helping in the grieving process.</p> <p>Explain the importance of healthy coping strategies in relation to death and dying.</p> <p>Explore the financial, social, emotional, and cultural aspects of aging and death.</p> <p>Investigate long-term care options for a variety of needs.</p> <p>Research the laws and ethical practices of death and dying.</p>
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**Benchmarks**

*Students will be assessed on their ability to:*

- Investigate socio-cultural factors that relate to death and aging.
- Create experiential opportunities that relate to death and aging.
- Evaluate the grieving process in relation to aging and death.
- Assess the socio-cultural legal and ethical factors that influence aging and death.

***Academic Connections***

**ELA Literacy and/or Math Standard (if applicable, Science and/or Social Studies Standard):**

1. ELA Reading Standards for Informational Text:

**Sample Performance Task Aligned to the Academic Standard(s):**

1. Create a plan for a person/family that takes care of them financially,

<p>*RI.9-12: Indicators 1-5</p> <p>2. ELA Writing Standards:        *W. 9-12: Indicators 1- 9  <a href="http://doe.sd.gov/octe/documents/ccELA_612.pdf">http://doe.sd.gov/octe/documents/ccELA_612.pdf</a></p>	<p>emotionally, and physically for the long-term after retirement.</p> <p>2. Research paper or multi-media presentation/project on:</p> <ul style="list-style-type: none"> <li>-grief</li> <li>-planning for long-term care</li> <li>-aging</li> <li>-death</li> <li>-careers that focus on the needs Of the elderly and senior citizens</li> <li>-socio-cultural legal and ethical Factors and the elderly</li> </ul>
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**Additional Resources**

Please list any resources (e.g., websites, teaching guides, etc.) that would help teachers as they plan to teach these new standards.

- Theory textbooks or websites
- Alzheimer's Association ([www.alz.org](http://www.alz.org))
- AARP website ([www.aarp.org](http://www.aarp.org))
- National Hospice and Palliative Care Organization (<http://www.nhpco.org/about/hospice-care>)
- FCCLA
- American Psychological Association ([www.apa.org](http://www.apa.org))
- Gerontological Society of America ([www.geron.org](http://www.geron.org))