

Unit 08: Lifespan Development

Content Area: **Social Studies**
Course(s):
Time Period: **Semester**
Length: **2 weeks**
Status: **Published**

General Overview, Course Description or Course Philosophy

OBJECTIVES, ESSENTIAL QUESTIONS, ENDURING UNDERSTANDINGS

Objective:

Students will understand the psychological development, like the physical, is a process which occurs in stages throughout life.

Essential Question:

How do we development cognitively, socially, and morally throughout the lifespan, and in what ways do psychologists disagree in this developmental process?

CONTENT AREA STANDARDS

SCI.9-12.C.2.1	Basic elements comprising thought
SCI.9-12.C.2.1.1	Define cognitive processes involved in understanding information
SCI.9-12.C.2.1.2	Define processes involved in problem solving and decision making
SCI.9-12.C.2.1.3	Discuss non-human problem-solving abilities
SCI.9-12.C.2.2	Obstacles related to thought
SCI.9-12.C.2.2.1	Describe obstacles to problem solving
SCI.9-12.C.2.2.2	Describe obstacles to decision making
SCI.9-12.C.2.2.3	Describe obstacles to making good judgments
SCI.9-12.DL.1	Life Span Development
SCI.9-12.DL.1.1	Methods and issues in life span development
SCI.9-12.DL.1.1.1	Explain the interaction of environmental and biological factors in development, including the role of the brain in all aspects of development
SCI.9-12.DL.1.1.2	Explain issues of continuity/discontinuity and stability/change
SCI.9-12.DL.1.1.3	Distinguish methods used to study development

SCI.9-12.DL.1.1.4	Describe the role of sensitive and critical periods in development
SCI.9-12.DL.1.1.5	Discuss issues related to the end of life
SCI.9-12.DL.1.2	Theories of life span development
SCI.9-12.DL.1.2.1	Discuss theories of cognitive development
SCI.9-12.DL.1.2.2	Discuss theories of moral development
SCI.9-12.DL.1.2.3	Discuss theories of social development
SCI.9-12.DL.1.3	Prenatal development and the newborn
SCI.9-12.DL.1.3.1	Describe physical development from conception through birth and identify influences on prenatal development
SCI.9-12.DL.1.3.2	Describe newborns' reflexes, temperament, and abilities
SCI.9-12.DL.1.4	Infancy (i.e., the first two years of life)
SCI.9-12.DL.1.4.1	Describe physical and motor development
SCI.9-12.DL.1.4.2	Describe how infant perceptual abilities and intelligence develop
SCI.9-12.DL.1.4.3	Describe the development of attachment and the role of the caregiver
SCI.9-12.DL.1.4.4	Describe the development of communication and language
SCI.9-12.DL.1.5	Childhood
SCI.9-12.DL.1.5.1	Describe physical and motor development
SCI.9-12.DL.1.5.2	Describe how memory and thinking ability develops
SCI.9-12.DL.1.5.3	Describe social, cultural, and emotional development through childhood
SCI.9-12.DL.1.6	Adolescence
SCI.9-12.DL.1.6.1	Identify major physical changes
SCI.9-12.DL.1.6.2	Describe the development of reasoning and morality
SCI.9-12.DL.1.6.3	Describe identity formation
SCI.9-12.DL.1.6.4	Discuss the role of family and peers in adolescent development
SCI.9-12.DL.1.7	Adulthood and aging
SCI.9-12.DL.1.7.1	Identify major physical changes associated with adulthood and aging
SCI.9-12.DL.1.7.2	Describe cognitive changes in adulthood and aging
SCI.9-12.DL.1.7.3	Discuss social, cultural, and emotional issues in aging

RELATED STANDARDS (Technology, 21st Century Life & Careers, ELA Companion Standards are Required)

LA.RST.11-12.2	Determine the central ideas, themes, or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.
LA.RST.11-12.6	Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, identifying important issues that remain unresolved.
LA.RST.11-12.7	Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.
CS.K-12.1.c	Employ self- and peer-advocacy to address bias in interactions, product design, and development methods.

CS.K-12.2.b	Create team norms, expectations, and equitable workloads to increase efficiency and effectiveness.
CS.K-12.4.a	Extract common features from a set of interrelated processes or complex phenomena.
TECH.9.4.12.CI	Creativity and Innovation
TECH.K-12.P.1	Act as a responsible and contributing community members and employee.

STUDENT LEARNING TARGETS

Declarative Knowledge

After concluding this unit, students understand:

1. Methods and issues in life span development
2. Theories of life span development
3. Prenatal development and the newborn
4. Infancy (i.e., the first two years of life)
5. Childhood
6. Adolescence
7. Adulthood and aging
8. Basic elements comprising thought
9. Obstacles related to thought

Procedural Knowledge

- Students will be able to:
- Explain the interaction of environmental and biological factors in development, including the role of the brain in all aspects of development, issues of continuity/discontinuity and stability/ change, the role of sensitive and critical periods in development, issues related to the end of life.
- Distinguish methods used to study development.
- Discuss theories of cognitive development, theories of moral development, theories of social development.
- Identify, describe, and apply:
 - Physical development from conception through birth.
 - Influences on prenatal development.
 - Newborns' reflexes, temperament, and abilities, physical and motor development.

- How infant perceptual abilities and intelligence develop.
- The development of attachment and the role of the caregiver.
- The development of communication and language.
- Physical and motor development.
- How memory and thinking ability develops, social, cultural, and emotional development through childhood.
- Major physical changes in adolescence, the development of reasoning and morality, identity formation, the role of family and peers in adolescent development, major physical changes associated with adulthood and aging, cognitive changes in adulthood and aging, social, cultural, and emotional issues in aging.
- Summarize the cognitive development theory.
- Make judgments about how children develop emotionally.
- Describe the theories of social development.
- Outline Kohlberg's stages of moral development

EVIDENCE OF LEARNING

Alternative:

- Portfolios
- Verbal Assessment (instead of written)

- Multiple choice
- Modified Rubrics
- Performance Based Assessments

Benchmark:

Standards based through Pear Assessment

Formative Assessments

- Chapter 10 Study Guide- <https://docs.google.com/document/d/1xLD2ERyOd-WcdiRmOtHwBDIpiRJzA0WiLYwiU4hoPc/copy>
- Questioning:
 - How do the effects of heredity and environment influence our thoughts and behavior?
 - How do we development cognitively, socially, and morally throughout the lifespan, and in what ways do psychologists disagree in this developmental process?
 - How do humans approach death and dying, and what are the quality-of-life issues related to aging and end-of-life issues relating to death?
- Create Charts on stages of development with group jigsaw activity. Each group will have different occurrences, social, physical, or emotional statements and will have to correctly place them on the correct chart. Afterwards, all the groups will be responsible for checking a specific chart. The answers will be reviewed as a class.

Summative Assessments

- Lifespan development multiple choice/true false test.
- Soundtrack of Your Life assignment: They will select 8 songs that describes a social, physical, or emotional state and will have to deduce the meaning of the song, in which stage it is related, the feelings, problems, conflicts that are being conveyed, how does the song “speak” to you, and how it appeals to humans.

RESOURCES (Instructional, Supplemental, Intervention Materials)

Slides notes- https://docs.google.com/presentation/d/1xrof5LaeAs5_bHjgh9XrIHYv7KU750AsuRQQpHMiTU/copy?usp=sharing

Resources:

Kohlberg's Stages of Moral Development- <https://www.thoughtco.com/kohlbergs-stages-of-moral-development-4689125>

Kohlberg's Moral Development- <https://dcb.952.myftpupload.com/wp-content/uploads/2014/12/Kohlberg.jpg>

Phases of Trauma Recovery- <https://trauma-recovery.ca/recovery/phases-of-trauma-recovery/>

The 7 Stages of the Grieving Process- <https://www.considerable.com/life/death/7-stages-grieving-process/>

INTERDISCIPLINARY CONNECTIONS

	Construct
SCI.HS.LS1.B	Growth and Development of Organisms
HE.9-12.2.1.12.PP	Pregnancy and Parenting
HE.9-12.2.1.12.PGD	Personal Growth and Development
HE.9-12.2.1.12.PGD.1	Develop a health care plan that includes practices and strategies designed to support an active lifestyle, attend to mental health, and foster a healthy, social and emotional life.
HE.K-12.P.5	Attending to personal health, emotional, social and physical well-being
SCI.HS-LS3-3	Apply concepts of statistics and probability to explain the variation and distribution of expressed traits in a population.
SCI.HS-LS3-1	Ask questions to clarify relationships about the role of DNA and chromosomes in coding the instructions for characteristic traits passed from parents to offspring.

ACCOMMODATIONS & MODIFICATIONS FOR SUBGROUPS

- Provide enrichment activities that include more advanced material
- Use of Higher Level Questioning Techniques
- Extended time to complete assignments
- Extended time on classroom tests and quizzes
- Restate, reread, and clarify directions/questions
- Establish procedures for accommodations /modifications for assessments
- Provide oral reminders and check student work during independent work time
- Extended time to complete assignments: Student requires more complex assignments to be broken up and explained in smaller units, with work to be submitted in phases
- Provide enrichment activities that include more advanced material
- Pair visual prompts with verbal presentations

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