|  |  |
| --- | --- |
|  | Family and Consumer Sciences-Connecticut Understanding by Design (UbD)  (FCS area of study) Model Curriculum Unit |

|  |  |  |  |
| --- | --- | --- | --- |
| **FCS Area of Study**  **Unit Title** | **HUMAN DEVELOPMENT**  **Theories of Human Development** | **Possible**  **Course(s)**  **When during course?** | Child Development  Human Development  Life Span Development  Psychology  \_X\_beginning\_\_\_middle\_\_\_end |
| **Designed by** | Dolores Walsh, CFCS  FCS Educator | **Unit Length/**  **Time Frame** | \_\_X\_\_90-minute block classes |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| |  | | --- | | **BIG IDEAS**  Theories are a systematic way of understanding growth, development, and behavior. Each developmental theory uses unique vocabulary to explain specific factors. The components of a theory include well-defined concepts and principles, which aim to help us understand or explain behavior and make predictions. Understanding multiple theories of human development aids in understanding key findings in child development research such as the following: stages of typical development, influences on development, and the limitations of theories. |  |  | | --- | | **FOCUS STANDARDS**  **CTE Standards:**  B.3 Analyze physical, emotional, social, moral and intellectual development.  B.4 Interpret interrelationships among physical, emotional, social and intellectual aspects of human growth and development.  C.5 Describe the impact of heredity and environment on human growth and development during childhood.  C.8 Analyze the effects of life events during childhood n an individual’s physical and emotional development.  D.9 Explain the role of nurturance on the growth and development of children.  D.11 Analyze the role of family and support systems in meeting the growth and developmental needs of children.  J.33 Apply child development theories and assess their implications for educational and childcare practices.    **FCS National Standards:**  12.1.1 Analyze physical, emotional, social, spiritual and intellectual development.  12.1.2 Analyze interrelationships among physical, emotional, social, and intellectual aspects of human growth and development.  12.1.3 Analyze current and emerging research about human growth and development, including research on brain development.  12.2.1 Analyze the effect of heredity and environment on human growth and development.  12.2.4 Analyze the effects of life events on individuals’ physical, intellectual, social, moral and emotional development.  12.3.1 Analyze the role of nurturance on human growth and development.  12.3.3 Analyze the role of family and social services support systems in meeting human growth and development needs.  **Common Core Standards:**  **Reading**  Literacy.RST.9-10.1 Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions.  Literacy. RST.11-12.1 Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and any gaps or inconsistencies in the account.  Literacy.RST.9-10.2 Determine the central ideas or conclusions of a text; trace the text’s explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text.  Literacy.RST.11-12.2 Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.  Literacy. RST.9-10.4 Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9-10 texts and topics.  Literacy.RST.11-12.4 Determine the meaning of symbols, key terms and other domain-specific word and phrases as they are used in a specific scientific or technical context relevant to grades 11-12 texts and topics.  **Writing**  Literacy WHST.9-10.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.  Literacy WHST.11-12.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.  **Speaking and Listening**  Literacy.SL.9-10.4 Present information, findings, and supporting evidence, clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance and style are appropriate to purpose, audience and task.  Literacy.SL.11-12.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance and style are appropriate to purpose, audience and formal and informal task.  Literacy.SL.9-10.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate (See grades 9-10 Language standards1 and 3for specific expectations.)  Literacy.SL.11-12.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate (See grades 11-12 Language standards1 and 3for specific expectations.)  **Language**  Literacy.L.9-10.6 Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.  Literacy.L.11-12.6 Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. |  |  |  |  |  | | --- | --- | --- | --- | | |  |  |  | | --- | --- | --- | | **ENDURING UNDERSTANDINGS:**  **Students will understand that…**  Heredity and environment jointly influence human development.  Different developmental theories offer varying perspectives on development.  Students will understand that the basic concepts of the various theories and examine the implications of each theory to understanding human development.  Theories contribute to helping us understand how we view families and people today.  Development is a lifelong process.  Several factors influence the developmental process: nature vs nurture; continuity and change; stability and instability; and critical periods.  Theories provide a basis for practice in the early childhood career setting. | **ESSENTIAL QUESTIONS:**  **Students will keep considering...**  Why do we need to study developmental theories?  What makes a person unique?  What makes a person similar to others?  Why do we need to understand theories and theorist?  How can an awareness of different theories of human development enhance my understanding of people?  Why are child development theories important to a person who works with young children?  What developmental theories helps us understand people today? | **PERFORMANCE TASKS:**  **Summative Assessments**  1.Through research, student will answer key research questions and complete a graphic organizer about the theorist, theory and implications for child/human development.  Davidson Films has some videos clips available which may be helpful for visual and auditory learners, include: <http://www.davidsonfilms.com/collections/giants-of-psychology>  Khan Academy Medicine also has some useful videos related to theories of development:  Introduction to theories of development  <https://www.youtube.com/watch?v=WMv8A9qg6jY>  Erikson  <https://www.youtube.com/watch?v=SIoKwUcmivk>  Kholberg  <https://www.youtube.com/watch?v=Onkd8tChC2A>  Piaget  <https://www.youtube.com/watch?v=Jt3-PIC2nCs>  2.Using the graphic organizer students will  produce an Acrostic Poem  3.Students will share poem and information with the class and include an interactive task related to the theory (i.e. Piaget’s conservation)  4. Post the poems around the classroom and use the scavenger hunt “Who am I?” to check for understanding and final review before Unit Test  Summative Unit Test | | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| |  |  |  | | --- | --- | --- | | **Learning Task Calendar** | **Family & Consumer Sciences**  **Unit Title:**  *Theories of Human Development* | **Designed By: Dolores Walsh, CFCS**  **FCS Educator** |  |  |  |  |  |  | | --- | --- | --- | --- | --- | | DAY 1  Introduce  Entrance Question - What is a theory? What theories (if any) do you know about?  What is a hypothesis?  How is a theory different from a hypothesis?  Define theory.  Define a hypothesis.  Provide Examples- Have student identify each as an observation, scientific theory or causal theory/hypothesis?  DOK Level 1  Introduce the major theories by using Jared, a case study.  Provide brief descriptions of behaviorism, cognitive, humanistic and psychoanalytic theories and have the students identify the causes of Jared’s behavior using these four theories.  DOK Level 2  Discuss: How might learning about theories of human development be helpful to understanding people?  DOK Level 2 | DAY 2  Assign performance task - Acrostic Poem.  Students select a developmental theory (individually or in groups) to research and complete the graphic organizer.  Suggestions for topics include:  1. Humanistic-Abraham Maslow,  2.Cognitive-Jean Piaget,  3. Moral- Lawrence Kohlberg  4.Behavioristic- B.F. Skinner  5. Social-Learning - Albert Bandura,  6. Psychoanalytic - Sigmund Freud and Erik Erikson  7. Socio-Cultural - Lev Vygotsky,  8. Ecological Systems- Urie Bronfenbrenner  9. Multiple Intelligences - Howard Gardner  10. Attachment - Mary Ainsworth and John Bowlby  Complete research on assigned theory and theorists using assigned graphic organizer.  DOK Level: 1 | **DAY 3**  Review requirements of performance task Acrostic Poem.  Students may still need to continue to research theory/theorist  Students begin drafting their acrostic poem. Students partners should review and edit draft as needed. The teacher should check the draft to be sure it has met expectations.  Interactive Task  Locate an example or create an activity to do with the class that illustrates/demonstrates your understanding of the theory.  **DOK Level: 2 and 3** | **DAY 4**  Students present their Acrostic Poems, research and interactive task.  While classmates listen to other students’ presentation, they will complete a Child Development Theory and Theorist graphic organizer and reflective questio  (Explain in 3-5 sentences how you would apply this theory/information to an early childhood classroom).  **DOK Level: 2, 3, 4**  Post completed posters around the classroom.  **See teacher note about order of presentations** | **DAY 5**  Formative Assessment (Quiz) on theories presented on day 4 and  continue presentations. Follow day 4 plans  **DOK Level: 2, 3, 4** | | **DAY 6**  Formative Assessment (Quiz) on theories presented on day 5  Depending on the number of presentations per day and size of class you may need to include an additional day of presentations  Teacher-led discussion to summarize theories.  Students complete “Who am I?” Activity designed to review theories.  **DOK Level: 2,3,4** | **DAY 7**  **Unit Test**  **DOK Level: 3** | **DAY 8** | **DAY 9** | **DAY 10** |  |  |  |  |  | | --- | --- | --- | --- | | **Materials Needed:**  Resource materials available for each theory - course textbook, other reference books, computer access.  Video Clips - Davidson Films  <http://www.davidsonfilms.com/collections/giants-of-psychology>  Khan Academy Medicine has some useful videos:  1.Introduction to theories of development  <https://www.youtube.com/watch?v=WMv8A9qg6jY>  2. Erikson  <https://www.youtube.com/watch?v=SIoKwUcmivk>  3. Kohlberg  <https://www.youtube.com/watch?v=Onkd8tChC2A>  4. Piaget  <https://www.youtube.com/watch?v=Jt3-PIC2nCs>  Performance Task  “Jared” Case Study  Who am I?  Graphic Organizer for research  Graphic Organizer for presentations  Scoring Guide for Content  Rubrics for Skill Assessment  Padlet.com- a free program that allows you to poll the class using individual student electronic devices (tablets, cell phones) | **Formative Assessment:**  Entrance & Exit Activities  Graphic Organizer - Research  Graphic Organizer - Presentation Note  Draft of Acrostic Poem  Presentation  Quizzes | **Teacher Notes:**  Davidson Films offers a preview of video clip for various theories at no cost. There is cost to purchase the DVDs**.**  <http://www.davidsonfilms.com/collections/giants-of-psychology>  Acrostic Poem Adapted from: <http://www.familyconsumersciences.com/?s=theories>  Rubrics - portions aligned with Common Core State Standards - Turn it in - School Improvement | **Key Terms/Vocabulary**  **Academic Vocabulary**   * theory * hypothesis * scientific method * continuity * change   **Content Vocabulary**   * developmental theory * critical periods * Nature vs nurture * psychoanalytic * humanistic * behaviorism * cognitive * Socio-cultural * Developmental tasks * Ecological systems |  |  | | --- | | **Alternative Options and/or Extended Learning Options:**  **Suggestion for presentations - organize presentations around theories, all behavioral theories presented together, followed by cognitive, psychodynamic, etc.**  Use additional case studies to expand this lesson. | |

*UbD Unit Planner* is adapted from Wiggins, Grant and McTighe, Jay. *Understanding by Design Guide to Creating High-Quality Units*. Alexandria, VA: Association for Supervision and Curriculum Development. 2011.

FAMILY AND CONSUMER SCIENCES LESSON PLAN

|  |  |
| --- | --- |
| LESSON: 1 | TITLE: Introduction to Child Development Theories: Hypothesis vs Theory |
|  | SUBJECT: Child Development, Psychology, Lifespan Development |
|  | AUTHOR: Dolores Walsh, CFCS DATE: April 2016 |
|  | GRADE LEVEL: High School |
| STANDARDS: | **CTE Standards:**  C.5 Describe the impact of heredity and environment on human growth and development during childhood.  C.8 Analyze the effects of life events during childhood in an individual’s physical and emotional development.  D.9 Explain the role of nurturance on the growth and development of children.  D.11 Analyze the role of family and support systems in meeting the growth and developmental needs of children.  **FCS National Standards:**  12.1.1 Analyze physical, emotional, social, spiritual and intellectual development.  12.1.2 Analyze interrelationships among physical, emotional, social, and intellectual aspects of human growth and development.  12.2.1 Analyze the effect of heredity and environment on human growth and development.  12.2.4 Analyze the effects of life events on individuals’ physical, intellectual, social, moral and emotional development.  12.3.1 Analyze the role of nurturance on human growth and development.  12.3.3 Analyze the role of family and social services support systems in meeting human growth and development needs.  **Common Core Standards**  Literacy.RST.9-10.1 Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions.  Literacy. RST.11-12.1 Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and any gaps or inconsistencies in the account.  Literacy.RST.9-10.2 Determine the central ideas or conclusions of a text; trace the text’s explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text.  Literacy.RST.11-12.2 Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.  Literacy. RST.9-10.4 Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9-10 texts and topics.  Literacy.RST.11-12.4 Determine the meaning of symbols, key terms and other domain-specific word and phrases as they are used in a specific scientific or technical context relevant to grades 11-12 texts and topics. |
| LESSON OBJECTIVE (in language students can understand): | I can explain the components of a scientific theory.  I can analyze a scenario and identify developmental theories in practice. |
| PRIOR KNOWLEDGE & CONNECTIONS TO STUDENT NEEDS &/OR  INTERESTS...optional | Identify the domains of development and explain the interrelationships among physical, emotional, social and intellectual aspects of human growth and development.  Explain the impact of heredity and environment on human growth and development during childhood. |
| ESSENTIAL QUESTIONS &  ASSESSMENTS: | ESSENTIAL QUESTIONS:  What is a theory?  Why do we need to understand theories and theorist?  How can an awareness of different theories of human development enhance my understanding of people? |
|  | FORMATIVE ASSESSMENTS:  Entrance and Exit Activities  Case Studies |
|  | SUMMATIVE ASSESSMENTS:  Acrostic Poem and Interactive Task  Unit Test |
| DESCRIPTION OF LEARNING &  PERFORMANCE TASKS | INITIATION:  Using Padlet.com, pose the following questions and have students respond using their electronic devices. (Padlet is a free program that will allow the teacher to ask the class a question and receive individual responses vis the students’ electronic devices - tablets, cell phones, computer)  What comes to mind when you hear the word theory? (What do you know about theories? Can you give examples of theories?)  Using student responses (perhaps sorting posted responses.  Distinguish the scientific definition of a theory from its casual usage.  What is a hypothesis? How is a hypothesis different from a theory?  As a class come up with a definition for theory and hypothesis using the student responses. (A theory is a well-substantiated, well-supported, and well-documented explanation of observations using the scientific method.)  Using “What’s the Difference?”, the students will identify each as an observation, a theory, or a hypothesis.  Use the case study “Jared” to introduce the major theories of human development. Have students work with a partner to identify the causes of Jared’s behavior using the theory assigned. (You may want to highlight different theories on the Case Study handout. When randomly distributed those two students with the same theory highlighted need to find each other and work together to identify the causes of his behavior.)  CLOSURE: Exit Slip  How might learning about theories of human development be helpful to understanding children/people?  Why do we need to understand theories? |
| MATERIALS, RESOURCES, TECHNOLOGY NEEDED: | Padlet.com  Handouts:   * What’s the Difference?” identifying an observation, hypothesis or theory   + The teacher may want to use **Polleverywhere.com** to post the scenarios. Students will respond using their own electronic device. (**Poll Everywhere.com** is a free application for audience participation. Create a poll for a specific class and students can vote via cell phone, text messages, or any.) * Case Study - “Jared” and Theory Handout   Course Textbook |
| INSTRUCTIONAL STRATEGIES/  GROUPINGS: | Individual, small group, and whole class participation |
| DIFFERENTIATION STRATEGIES:  ADAPTATIONS & EXTENSIONS |  |
| INTERDISCIPLINARY CONNECTIONS: | Science, Social Sciences |
| TEACHER REFLECTIONS: |  |

What’s the Difference?

**OBSERVATION, THEORY, OR HYPOTHESIS**

An **observation** is a statement or comment based on something one has seen, heard, or noticed. The observer makes no judgement or interpretation of the behavior observed.

A **hypothesis** is a proposed explanation of an observation.

A **theory** is a well researched, well-documented explanation of observations using the scientific method.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_1. Children move from concrete to abstract thinking.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_2. Charlotte held the crayon in her right hand using a fisted grip.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_3. Thomas doesn’t like to read.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_4. Juan is always one of the first students to finish his work despite correctable errors. He thinks “smart” students finish their work fast.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_5. Children who have breakfast are more focused on their work.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_6. Children behave in order to avoid punishment.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_7. Adults continue to play the slots because they are reinforced.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_8. Delaney has been tardy to school 12 out of the last 18 days of school.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_9. Delaney doesn’t like school.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_10. A child is having a temper tantrum in the grocery store because he is tired.

ANSWER KEY

What’s the Difference?

**OBSERVATION, THEORY, OR HYPOTHESIS**

The teacher may want to use **Polleverywhere.**com to post the following scenarios. Students will respond using their own electronic device. (**Poll Everywhere.com** is a free application for audience participation. Create a poll for a specific class and students can vote via cell phone, text messages, or any.)

An **observation** is a statement or comment based on something one has seen, heard, or noticed. The observer makes no judgement or interpretation of the behavior observed.

A **hypothesis** is a proposed explanation of an observation.

A **theory** is a well researched, well-documented explanation of observations using the scientific method.

\_\_\_\_Theory\_\_\_\_\_\_\_\_\_\_\_1. Children move from concrete to abstract thinking.

\_\_\_Observation\_\_\_\_\_\_\_\_2. Charlotte held the crayon in her right hand using a fisted grip.

\_\_\_Hypothesis\_\_\_\_\_\_\_\_\_3. Thomas doesn’t like to read.

\_\_\_Hypothesis\_\_\_\_\_\_\_\_\_4. Juan is always one of the first students to finish his work despite correctable errors. He thinks “smart” students finish their work fast.

\_\_\_\_Hypothesis\_\_\_\_\_\_\_\_5. Children who have breakfast are more focused on their work.

\_\_\_\_Observation\_\_\_\_\_\_\_6. Children behave in order to avoid punishment.

\_\_\_\_Observation\_\_\_\_\_\_\_7. Adults continue to play the slots because they are reinforced.

\_\_\_\_Observation\_\_\_\_\_\_\_8. Delaney has been tardy to school 12 out of the last 18 days of school.

\_\_\_\_Hypothesis\_\_\_\_\_\_\_\_9. Delaney doesn’t like school.

\_\_\_\_Hypothesis\_\_\_\_\_\_\_10. A child is having a temper tantrum in the grocery store because he is tired.

Case Study

“Jared”

Read the following description of Jared and answer the question: How would your assigned theory explain Jared’s behavior?

|  |  |
| --- | --- |
| Description: | Notes: |
| Jared is a physically active three-year-old. His mother, Julie, recently enrolled him in the local Head Start preschool program. Jared is the youngest child of a single mother who works as a clerk for a local insurance company. Jared has an older sister, Lily, who is 7 years of age and attends second grade at the local elementary school. The Head Start program provides a full-day experience for children ages 3 to 5. Children are served breakfast, lunch, and snacks each day. Until recently, Jared has been cared for at home by his grandmother while his mother works. Jared has had few opportunities to play with children his own age. Jared’s grandmother has difficulty keeping up with him so she rarely let him play outdoors. She found that allowing him to watch TV and giving him treats when he obeyed her request made things easier for her.  Mrs. G, his teacher, is observing Jared to learn more about his interests, and developmental skills. Everyday for the last two weeks, Jared clung to his mother when she dropped him off at the Head Start program. Mrs. G had to focus on him for at least 15 minutes until the crying subsided. He often refused to eat breakfast. He tends to play by himself at the block center, stacking blocks to make roads for the play cars. When another child joined the block center, Jared was unwilling to share the blocks. This would often result in Jared telling the child to “Go Away!” and, on one occasion, pushing the child away. In the beginning, his teacher would offer suggestions on how they could share. Recently she started saying, “Your friend would also like to play with the blocks. What can we do so that you both can play with blocks?” Jared will frequently offer a suitable solution. Mrs. G responds with, “Jared, that is a great idea!”  In the beginning during circle time, he often wandered away from the circle to go to one of the centers to play. When he is sitting and attentive during circle, the teacher gives him words of praise or a high five. Sometimes during snacks and meals, Jared says he doesn’t like what is being served. He says he doesn’t like vegetables and wants fruit punch to drink. At nap/rest time, Jared rolls around on his cot, sits up and looks around. One of the aides sits next to him to rub his back, trying to help him settle down to rest.  Mrs. G has discovered that Jared likes to swing. Everyday during outdoor play, she finds Jared on the swing. When a teacher asks if he would like to be pushed, he always answers, “Yes, High!” Mrs. G will engage Jared in conversation while he swings. |  |

Teacher’s notes:

|  |  |
| --- | --- |
| **Theory** | **How would this theory explain Jared’s behavior?** |
| The **humanistic** theory examines a person’s needs. The most basic needs are physical needs which include food, clothing, and shelter. Higher level needs include safety, love, belonging, esteem, and self-actualization. | Basic needs met - breakfast, lunch, snack being served; rest/nap time is included in the schedule; |
| The **behaviorists** theory researched how people behave in their environment. Findings included that a child learns certain behaviors through positive, negative reinforcement and punishments. Actions with positive results will be repeated. Actions that are punished will lessen and can cause actions behaviors to stop. | His grandmother has reinforced behaviors with snacks.  Teachers are reinforcing positive behaviors swings by pushing him. High Five at circle,  Response - “Great idea” |
| The **psychosocial** theory also believed in the importance of childhood. However, believes personality develops over a person’s entire life. At each stage, people face new challenges. | Jared is facing new challenges of separation from his mother and social skills |
| Children develop **cognitive** skills based on how they mature, interact with others, and react and adapt to their physical surroundings. | Block play seems to be a favorite activity using problem solving, memory, decision making, as well as physical skills. |
| **Developmental tasks** emphasize that learning is basic and continues throughout the lifespan occurring in six stages. Developmental tasks arise from physical maturation (walking), personal values (choosing an occupation) and social pressures (potty training). | Physical tasks & personal values seem to be developing (able to care for self, shows interest in block play and the swings).  Enrollment in the Head Start program has presented some new social pressures (forming new relationships). |

FAMILY AND CONSUMER SCIENCES LESSON PLAN

|  |  |
| --- | --- |
| LESSON: 2 | TITLE: Introduction to Child Development Theories: Researching a Theory |
| Research | SUBJECT: Child Development, Psychology, Lifespan Development |
|  | AUTHOR: Dolores Walsh DATE: April 2016 |
|  | GRADE LEVEL: High School |
| STANDARDS: | **CTE Standards:**  C.5 Describe the impact of heredity and environment on human growth and development during childhood.  C.8 Analyze the effects of life events during childhood in an individual’s physical and emotional development.  D.9 Explain the role of nurturance on the growth and development of children.  D.11 Analyze the role of family and support systems in meeting the growth and developmental needs of children.  **FCS National Standards:**  12.1.1 Analyze physical, emotional, social, spiritual and intellectual development.  12.1.2 Analyze interrelationships among physical, emotional, social, and intellectual aspects of human growth and development.  12.1.3 Analyze current and emerging research about human growth and development, including research on brain development.  12.2.1 Analyze the effect of heredity and environment on human growth and development.  12.2.4 Analyze the effects of life events on individuals’ physical, intellectual, social, moral and emotional development.  12.3.1 Analyze the role of nurturance on human growth and development.  12.3.3 Analyze the role of family and social services support systems in meeting human growth and development needs.  **Common Core Standards (College and Career Readiness Anchor Standards):**  Reading  Literacy.RST.9-10.1 Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions.  Literacy. RST.11-12.1 Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and any gaps or inconsistencies in the account.  Literacy.RST.9-10.2 Determine the central ideas or conclusions of a text; trace the text’s explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text.  Literacy.RST.11-12.2 Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.  Literacy. RST.9-10.4 Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9-10 texts and topics.  Literacy.RST.11-12.4 Determine the meaning of symbols, key terms and other domain-specific word and phrases as they are used in a specific scientific or technical context relevant to grades 11-12 texts and topics. |
| LESSON OBJECTIVE (in language students can understand): | I can identify the major theories of child development.  I can identify by name the theorists associated with each theory.  I can explain the basic concepts (focus) of the various theories and examine the implications of each theory to understanding child development. |
| PRIOR KNOWLEDGE & CONNECTIONS TO STUDENT NEEDS &/OR  INTERESTS...optional | Identify the domains of development and explain the interrelationships among physical, emotional, social and intellectual aspects of human growth and development.  Explain the impact of heredity and environment on human growth and development during childhood. |
| ESSENTIAL QUESTIONS &  ASSESSMENTS: | ESSENTIAL QUESTIONS:  What makes a person unique?  What makes a person similar to others?  How can an awareness of different theories of human development enhance my understanding of people? |
|  | FORMATIVE ASSESSMENTS:  Entrance and Exit Activities  Completion of Graphic Organizer on assigned theory/theorist |
|  | SUMMATIVE ASSESSMENTS:  Acrostic Poem and Interactive Task  Unit Test |
| DESCRIPTION OF LEARNING &  PERFORMANCE TASKS | INITIATION:  Using Padlet.com, pose the following questions and have students respond using their electronic devices.  What is a theory? How can learning about theories of development help me?  Review definition of theory and discuss how theories help professionals.  Assign Acrostic Poem Performance Task and review details of the assignment, including assessment criteria.  Assign individual students or in groups of two, one theory/theorists to research.  Students will complete the graphic organizer using their textbook and class reference materials.  CLOSURE: Using Padlet.com, pose the following exit questions.  How might learning about theories of human development be helpful to understanding people?  Why do we need to understand theories?  Status update: Is your graphic organizer complete? What have you completed on your draft of the Acrostic Poem? |
| MATERIALS, RESOURCES, TECHNOLOGY NEEDED: | Padlet.com  Textbook and other resource books  Acrostic Poem Performance Task  Khan Academy Medicine has some useful videos:  1 Introduction to theories of development  <https://www.youtube.com/watch?v=WMv8A9qg6jY>  2. Erikson  <https://www.youtube.com/watch?v=SIoKwUcmivk>  3. Kholberg  <https://www.youtube.com/watch?v=Onkd8tChC2A>  4. Piaget  <https://www.youtube.com/watch?v=Jt3-PIC2nCs>  Videos available for visual and auditory learners  [*http://www.davidsonfilms.com/collections/giants-of-psychology*](http://www.davidsonfilms.com/collections/giants-of-psychology) |
| INSTRUCTIONAL STRATEGIES/  GROUPINGS: | Individual, small group, and whole class participation |
| DIFFERENTIATION STRATEGIES:  ADAPTATIONS & EXTENSIONS | Differentiation through process includes:   * Videos available for visual and auditory learners (see Davison Film clips above) * Various resources materials available for student use (books, articles, internet/library database, at different reading levels) * Students may use a thesaurus to aid in word selection   Differentiation through content   * Students select three theories they would like to research; teacher ensures not everyone chooses the same topic |
| INTERDISCIPLINARY CONNECTIONS: | Social Sciences |
| TEACHER REFLECTIONS: |  |

**Child Development Theorists**

**Performance Task**

**Acrostic Poem and Interactive Task**

**Part I: Acrostic Poem/Poster Instructions**

*Circle three theorists/theories you would like to learn more about.*

|  |  |
| --- | --- |
| Humanistic - Abraham Maslow | Cognitive - Jean Piaget |
| Moral Development - Lawrence Kohlberg | Behaviorism - B. F Skinner & John Watson |
| Social Learning - Albert Bandura | Psychosexual - Sigmund Freud |
| Psychosocial - Erik Erikson | Socio-cultural - Lev Vygotski |
| Ecological Systems - Urie Bronfrenbrenner | Multiple Intelligences - Howard Gardner |
| Attachment Theory - Mary Ainsworth & John Bowlby | Developmental Tasks- Robert Havighurst |

Using your textbook and class resources, read about your theorist to learn about his/her theory and contributions to the field of child development. To aid in organizing the information, complete the attached graphic organizer.

You will create an acrostic poem using the first and last name of your theorists. For each letter you will write a full sentence about each of the following (in your own words):

* the theorist’s life
* his/her theory
* impact this theory had on explaining child development

Poster Requirements:

* Written neatly and with large print.
* Contain full sentences with correct spelling.
* Layout should be colorful and appealing.
* Includes a picture of your theorist.

**Part II: Interactive Task**

After completing the background information, you will locate an example or create an activity to do with the class that illustrates/demonstrates your understanding of the theory. Your presentation and activity should be ten minutes in length, and the total presentation should not exceed 15 minutes.

**Acrostic Poem and Interactive Task**

**Rubric**

This rubric is designed to assess student growth through the level of performance by circling the appropriate score. A student who has met all bullets in a section earns the highest point value in that section. A score of one bullet indicates the lower point value of that section.

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Indicator** | **Exemplary** | | | **Proficient** | | | **Developing** | | | **Inadequate** | | | **No Evidence** |
| **Content of Poster/Presentation**  -Theorist’s life/history  -Explanation of theory  -Theory’s impact on explaining child development (40 points) | Poster provides  ○ relevant information on the theorist’s life/history;  ○ a clear description of the theory and  ○ explains the influence this theory has had on child development. | | | Poster provides  ○ information on the theorist’s life/history;  ○ a description the theory; and  ○ explains the influence this theory has had on child development, however lacks some minor details | | | Poster has  ○ One or more requirements  omitted and/or lacks relevant details | | | Poster has  ○ Two or more requirements omitted and/or lacks relevant details | | |  |
| Claim Rating | 40 | 39 | 38 | 35 | 33 | 30 | 25 | 20 | 16 | 12 | 8 | 5 |  |
| **Complete Sentences**  Each letter of the theorist’s name has a complete sentence related to one of the poster requirements (10 points) | ○ 100-95% complete; each sentence provides new information | | | ○ 80-95% complete; each sentence provides new information | | | ○ 79-66% complete; information may be repeated | | | ○ Below 65 % complete: | | |  |
| Claim Rating | 10 | 9 |  | 8 | 7 | 6 | 5 | 4 | 3 | 2 | 1 | 0 |  |
| **Visual Appeal of the poster**  -The poster is neatly written/word processed, with good use of color and layout;  -Graphics add visual appeal.  -Easy to read from 6 feet away.  (10 points) | ○ Neatly printed,  ○ excellent use of color and layout;  ○ pictures and graphics add visual appeal;  ○ can be easily read from 6 feet away. | | | ○ Neatly printed,  ○ good use of color; and layout;  ○ limited pictures and graphics;  ○ can be easily read from 6 feet away. | | | ○ Printing and layout makes the poster difficult to read.  ○ lacks color and layout is disorganized  ○ limited pictures or graphics;  ○ difficult to read from 6 feet away | | | ○ Printing and layout make the poster difficult to read  ○ lacks color and layout is disorganized  ○ No pictures or graphics;  ○ difficult to read from 4 feet away. | | |  |
|  | 10 | 9 |  | 8 | 7 | 6 | 5 | 4 | 3 | 2 | 1 | 0 |  |
| **Oral Presentation**  Student makes eye contact, is knowledgeable of the subject matter, and is poised and confident in the delivery.  (10 points) | ○ Makes frequent eye contact;  ○ prepared to speak and references poster;  ○ expands on information;  ○ appears poised and confident. | | | ○ Makes eye contact from time to time;  ○ references note cards to expands on information;  ○ shows some poised and confidence (nervous movements). | | | ○ Rarely makes eye contact;  ○ simply reads poster/note cards most of the time;  ○ lacks poise and confidence (gestures and body movement detract from presentation). | | | ○ Fails to make eye contact  ○ reads poster/note cards;  ○ Lacks poise and confidence (gestures or body movements detract from presentation) | | |  |
|  | 10 | 9 |  | 8 | 7 | 6 | 5 | 4 | 3 | 2 | 1 | 0 |  |
| **Oral Presentation**  Volume and tone  (10 points) | ○ Speaks clearly;  ○ speaks loudly enough for the class to hear;  ○ rarely uses filler words;  ○ uses and pronounces content vocabulary accurately. | | | ○ Speaks clearly most of the time;  ○ uses appropriate volume however may speak in a monotone;  ○ occasionally uses filler words  ○ uses and pronounces most content vocabulary accurately. | | | ○ Speaks too quickly or slowly;  ○ volume may be inconsistent;  ○ may frequently use filler words (uh, um, so, ok);  ○ difficulty pronouncing content vocabulary. | | | ○ Speaks too quickly or slowly;  ○ may mumble or speaks too softly to hear;  ○ may frequently use fillers (uh, um, so, ok);  ○ difficulty pronouncing content vocabulary. | | |  |
|  | 10 | 9 |  | 8 | 7 | 6 | 5 | 4 | 3 | 2 | 1 | 0 |  |
| **Interactive Task**  Interactive task demonstrates the theory and engages the class.  (20 Points) | ○ Interactive task demonstrated interesting features of the theory;  ○ produced meaningful results;  ○ easy to follow;  ○ engaged the class. | | | ○ Interactive task demonstrated features of the theory;  ○ produced good results;  ○ difficult to follow;  ○ the class was somewhat engaged. | | | ○ Interactive task demonstrated features of the theory but had minor glitches that interfered with the presentation.  ○ difficult to follow;  ○ class was not engaged | | | ○ The interactive task did not align with the theory or did not complete an interactive task.  ○ disorganized/difficult to follow  ○ class was not engaged | | |  |
|  | 20 | 19 | 18 | 16 | 14 | 12 | 10 | 8 | 6 | 4 | 2 | 0 |  |
| **Sources**  Adequate and sufficient sources, cited properly  (10 Points) | ○ All sources (information and graphics) are properly cited;  ○ quality sources | | | ○ All sources (information and graphics) are properly cited but may have minor error in format.  ○ some quality sources | | | ○ All sources (information and graphics) are cited but information is incomplete  ○ sources are inadequate | | | ○ Sources are not cited | | |  |
|  | 10 | 9 |  | 8 | 7 | 6 | 5 | 4 | 3 | 2 | 1 | 0 |  |
| **Total Score /110** | Teacher’s notes: | | | | | | | | | | | |  |

Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Graphic Organizer: Research Theory

**Theorist’s Life**

**Description of the Theory**

**Impact of the theory on our understanding of child/human development**

FAMILY AND CONSUMER SCIENCES LESSON PLAN

|  |  |
| --- | --- |
| LESSON: 3 | TITLE: Introduction to Child Development Theories: Acrostic Poem |
|  | SUBJECT: Child Development, Psychology, Lifespan Development |
|  | AUTHOR: Dolores Walsh,CFCS DATE: April 2016 |
|  | GRADE LEVEL: High School |
| STANDARDS: | **CTE Standards:**  C.5 Describe the impact of heredity and environment on human growth and development during childhood.  C.8 Analyze the effects of life events during childhood in an individual’s physical and emotional development.  D.9 Explain the role of nurturance on the growth and development of children.  D.11 Analyze the role of family and support systems in meeting the  growth and developmental needs of children.  **FCS National Standards:**  12.1.1 Analyze physical, emotional, social, spiritual and intellectual development.  12.1.2 Analyze interrelationships among physical, emotional, social, and intellectual aspects of human growth and development.  12.1.3 Analyze current and emerging research about human growth and development, including research on brain development.  12.2.1 Analyze the effect of heredity and environment on human growth and development.  12.2.4 Analyze the effects of life events on individuals’ physical, intellectual, social, moral and emotional development.  12.3.1 Analyze the role of nurturance on human growth and development.  12.3.3 Analyze the role of family and social services support systems in meeting human growth and development needs.  **Common Core Standards (College and Career Readiness Anchor Standards):**  Reading  Literacy.RST.9-10.1 Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions.  Literacy. RST.11-12.1 Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and any gaps or inconsistencies in the account.  Literacy.RST.9-10.2 Determine the central ideas or conclusions of a text; trace the text’s explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text.  Literacy.RST.11-12.2 Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms*.*  Literacy. RST.9-10.4 Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9-10 texts and topics.  Literacy.RST.11-12.4 Determine the meaning of symbols, key terms and other domain-specific word and phrases as they are used in a specific scientific or technical context relevant to grades 11-12 texts and topics.  Writing  Literacy WHST.9-10.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.  Literacy WHST.11-12.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. |
| LESSON OBJECTIVE (in language students can understand): | I can identify the major theories of child development.  I can identify by name the theorists associated with each theory.  I can explain the basic concepts (focus) of the various theories and examine the implications of each theory to understanding child development.  I can use complete sentences on my acrostic poem.  I can use precise language and content specific vocabulary.  I can establish and maintain a formal style and objective tone. |
| PRIOR KNOWLEDGE & CONNECTIONS TO STUDENT NEEDS &/OR  INTERESTS...optional | Identify the domains of development and explain the interrelationships among physical, emotional, social and intellectual aspects of human growth and development.  Explain the impact of heredity and environment on human growth and development during childhood. |
| ESSENTIAL QUESTIONS &  ASSESSMENTS: | ESSENTIAL QUESTIONS:  What makes a person unique?  What makes a person similar to others?  How can an awareness of different theories of human development enhance my understanding of people? |
|  | FORMATIVE ASSESSMENTS:  Entrance and exit activities  Completion of Graphic Organizers  Production of Acrostic Poems - draft |
|  | SUMMATIVE ASSESSMENTS:  Acrostic Poem and Demonstration  Unit Test |
| DESCRIPTION OF LEARNING &  PERFORMANCE TASKS | INITIATION:  Entrance Slip - What needs to be accomplished today? How many lines do you need to draft for your poem? Have you located or designed an activity to demonstrate?  Review details of Acrostic Poem and activity.  Answer student questions.  Students continue to work on draft of acrostic poem. When draft is complete, check required content before student begins poster.  Students should also decide on activity to use to exemplify their theory with their presentation  CLOSURE/TRANSITION: Remind students that a completed Acrostic Poem and activity is due by the next class session.  EXIT SLIP: What do you need to finish for homework to be prepared to present at the next class? |
| MATERIALS, RESOURCES, TECHNOLOGY NEEDED: | Textbook and other resource books  Thesaurus  Acrostic Poem Performance Task  Poster Board, Markers  Khan Academy Medicine has some useful videos:  Introduction to theories of development:  <https://www.youtube.com/watch?v=WMv8A9qg6jY>  Erikson:  <https://www.youtube.com/watch?v=SIoKwUcmivk>  Kholberg:  <https://www.youtube.com/watch?v=Onkd8tChC2A>  Piaget:  <https://www.youtube.com/watch?v=Jt3-PIC2nCs>  Video Clips from Davidson Films  [*http://www.davidsonfilms.com/collections/giants-of-psychology*](http://www.davidsonfilms.com/collections/giants-of-psychology) |
| INSTRUCTIONAL STRATEGIES/  GROUPINGS: | Individual, small group and whole class participation |
| DIFFERENTIATION STRATEGIES:  ADAPTATIONS & EXTENSIONS | Differentiation through process includes:   * Videos available for visual and auditory learners (see Davison Film clips above) * Various resources materials available for student use (books, articles, internet/library database, at different reading levels) * Students may use a thesaurus to aid in word selection   Differentiation through content   * Students select three theories they would like to research |
| INTERDISCIPLINARY CONNECTIONS: | Social Sciences |
| TEACHER REFLECTIONS: |  |

FAMILY AND CONSUMER SCIENCES LESSON PLAN

|  |  |
| --- | --- |
| LESSON: 4-5 | TITLE: Introduction to Child Development Theories |
| Presentations of Performance Task | SUBJECT: Child Development, Psychology, Lifespan Development |
|  | AUTHOR: Dolores Walsh, CFCS DATE: April 2016 |
|  | GRADE LEVEL: High School |
| STANDARDS: | **CTE Standards:**  C.5 Describe the impact of heredity and environment on human growth and development during childhood.  C.8 Analyze the effects of life events during childhood in an individual’s physical and emotional development.  D.9 Explain the role of nurturance on the growth and development of children.  D.11 Analyze the role of family and support systems in meeting the growth and developmental needs of children.  **FCS National Standards:**  12.1.1 Analyze physical, emotional, social, spiritual and intellectual development.  12.1.2 Analyze interrelationships among physical, emotional, social, and intellectual aspects of human growth and development.  12.1.3 Analyze current and emerging research about human growth and development, including research on brain development.  12.2.1 Analyze the effect of heredity and environment on human growth and development.  12.2.4 Analyze the effects of life events on individuals’ physical, intellectual, social, moral and emotional development.  12.3.1 Analyze the role of nurturance on human growth and development.  12.3.3 Analyze the role of family and social services support systems in meeting human growth and development needs.  **Common Core Standards (College and Career Readiness Anchor Standards)**  **Speaking and Listening**  Literacy.SL.9-10.4 Present information, findings, and supporting evidence, clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance and style are appropriate to purpose, audience and task.  Literacy.SL.11-12.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance and style are appropriate to purpose, audience and formal and informal task.  Literacy.SL.9-10.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate (See grades 9-10 Language standards1 and 3for specific expectations.)  Literacy.SL.11-12.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate (See grades 11-12 Language standards1 and 3for specific expectations.)  **Language**  Literacy.L.9-10.6 Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.  Literacy.L.11-12.6 Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. |
| LESSON OBJECTIVE (in language students can understand): | I can identify the major theories of child development.  I can identify by name the theorists associated with each theory.  I can explain the basic concepts (focus) of the various theories and examine the implications of each theory to understanding child development.  I can come to class prepared to present my acrostic poem and  explain the key concepts associated with the theory.  I can maintain good eye contact and use clear voice with audience.  I can use good language skills and correct pronunciation. |
| PRIOR KNOWLEDGE & CONNECTIONS TO STUDENT NEEDS &/OR  INTERESTS...optional | Identify the domains of development and explain the interrelationships among physical, emotional, social, and intellectual aspects of human growth and development.  Explain the impact of heredity and environment on human growth and development during childhood. |
| ESSENTIAL QUESTIONS &  ASSESSMENTS: | ESSENTIAL QUESTIONS:  What makes a person unique?  What makes a person similar to others?  How can an awareness of different theories of human development enhance my understanding of people? |
|  | FORMATIVE ASSESSMENTS:  Entrance and exit activities  Presentation Note Sheet  Oral Presentation of Acrostic Poem and Interactive Task  Quizzes on each theory |
|  | SUMMATIVE ASSESSMENTS:  Acrostic Poem and Interactive Task  Unit Test |
| DESCRIPTION OF LEARNING &  PERFORMANCE TASKS | INITIATION: Review of presentation procedures: 15 minutes in length, good eye contact, audible voice, and correct pronunciation.  Audience - will record key information and conclusions about the theorists from the students presentations on Presentation Note Sheet (note: each student will need one sheet per presentation).  CLOSURE/TRANSITION: Discuss responses to reflective question on the graphic organizer after each presentation.  Depending on length of the class, it is anticipated that 3-4 presentation may occur during one class period.  Quiz - next class on theories presented today. |
| MATERIALS, RESOURCES, TECHNOLOGY NEEDED: | Acrostic Poem Posters  Child Development Theory and Theorists Graphic Organizer  Smartboard (student selected video clips) |
| INSTRUCTIONAL STRATEGIES/  GROUPINGS: | Individual, small group, and whole class participation |
| DIFFERENTIATION STRATEGIES:  ADAPTATIONS & EXTENSIONS |  |
| INTERDISCIPLINARY CONNECTIONS: | Social Sciences |
| TEACHER REFLECTIONS: |  |

PRESENTATION NOTE SHEET

Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Child Development Theory and Theorists\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |  |  |
| --- | --- | --- |
| Background Information On Theorist | The Theory | Implications for Child/Human Development |
|  |  |  |

Reflective Question: Using three to five sentences, explain how would you apply this information to an early childhood environment?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

FAMILY AND CONSUMER SCIENCES LESSON PLAN

|  |  |
| --- | --- |
| LESSON: 6 | TITLE: Introduction to Child Development Theories |
| Review for Test | SUBJECT: Child Development, Psychology, Lifespan Development |
|  | AUTHOR: Dolores Walsh, CFCS DATE: April 2016 |
|  | GRADE LEVEL: High School |
| STANDARDS: | **CTE Standards:**  C.5 Describe the impact of heredity and environment on human growth and development during childhood.  C.8 Analyze the effects of life events during childhood in an individual’s physical and emotional development.  D.9 Explain the role of nurturance on the growth and development of children.  D.11 Analyze the role of family and support systems in meeting the growth and developmental needs of children.  J.33 Apply child development theories and assess their implications for educational and childcare practices.  **FCS National Standards:**  12.1.1 Analyze physical, emotional, social, spiritual and intellectual development.  12.1.2 Analyze interrelationships among physical, emotional, social, and intellectual aspects of human growth and development.  12.1.3 Analyze current and emerging research about human growth and development, including research on brain development.  12.2.1 Analyze the effect of heredity and environment on human growth and development.  12.2.4 Analyze the effects of life events on individuals’ physical, intellectual, social, moral and emotional development.  12.3.1 Analyze the role of nurturance on human growth and development.  12.3.3 Analyze the role of family and social services support systems in meeting human growth and development needs.  **Common Core Standards:**  **Reading**  Literacy.RST.9-10.1 Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions.  Literacy. RST.11-12.1 Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and any gaps or inconsistencies in the account.  Literacy.RST.9-10.2 Determine the central ideas or conclusions of a text; trace the text’s explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text.  Literacy.RST.11-12.2 Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.  Literacy. RST.9-10.4 Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9-10 texts and topics.  Literacy.RST.11-12.4 Determine the meaning of symbols, key terms and other domain-specific word and phrases as they are used in a specific scientific or technical context relevant to grades 11-12 texts and topics.  **Language**  Literacy.L.9-10.6 Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.  Literacy.L.11-12.6 Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. |
| LESSON OBJECTIVE (in language students can understand): | I can identify the major theories of child development.  I can identify by name the theorists associated with each theory.  I can explain the basic concepts (focus) of the various theories and examine the implications of each theory to understanding child development. |
| PRIOR KNOWLEDGE & CONNECTIONS TO STUDENT NEEDS &/OR  INTERESTS...optional | Identify the domains of development and explain the interrelationships among physical, emotional, social and intellectual aspects of human growth and development.  Explain the impact of heredity and environment on human growth and development during childhood. |
| ESSENTIAL QUESTIONS &  ASSESSMENTS: | ESSENTIAL QUESTIONS:  What makes a person unique?  What makes a person similar to others?  How can an awareness of different theories of human development enhance my understanding of people? |
|  | FORMATIVE ASSESSMENTS:  Entrance an exit activities  Oral Presentation |
|  | SUMMATIVE ASSESSMENTS:  Acrostic Poem and Interactive Task  Unit Test |
| DESCRIPTION OF LEARNING &  PERFORMANCE TASKS | INITIATION: Using Padlet.com pose the following questions   1. What have you learned about theories/theorists? 2. What do you know now about child development that you didn’t know before?   Have individual students sort their graphic organizers. Students decide how they would like to sort them (perhaps it’s by the theories they know and those they don’t know; perhaps it’s by concepts - cognitive, psychoanalytic, older vs contemporary theories, they get to choose). Have student discuss how they decided to sort their graphic organizers.  Using Acrostic Poem Posters posted around the room and the graphic organizers. Have students complete ***Who Am I?*** Discuss.  If time permits have students write their own ***Who am I*** ? questions.  CLOSURE/TRANSITION: Why do we need to understand theories and theorists?  How can an awareness of different theories of child development enhance my understanding of children? Of people?  Unit Test next class |
| MATERIALS, RESOURCES, TECHNOLOGY NEEDED: | Who am I?  Acrostic Poems/posters  Child Development Theory and Theorists Graphic Organizer |
| INSTRUCTIONAL STRATEGIES/  GROUPINGS: | Individual, small group, and whole class participation |
| DIFFERENTIATION STRATEGIES:  ADAPTATIONS & EXTENSIONS | Differentiation through process includes:   * Students deciding how to organize their graphic organizers. |
| INTERDISCIPLINARY CONNECTIONS: |  |
| TEACHER REFLECTIONS: |  |

# Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_

# *Who Am I?*

Using your notes/graphic organizer and acrostic poems, identify the theorist that has made the contribution described.

|  |  |
| --- | --- |
| **Contribution** | **Who Am I?** |
| I believe people must first meet their basic needs. |  |
| I believe that social contact is key to cognitive development. |  |
| I developed a set of four intellectual stages children proceed through. |  |
| I believe a person’s self-esteem is linked to how s/he handle challenges. |  |
| I believe that a child’s behavior can be influenced through positive and negative feedback. |  |
| I said, “The experiences of childhood can have a profound, long-lasting effect on adult life.” |  |
| I said, “It’s not about how smart you are, it is about how you’re smart.” |  |
| I studied moral development in children and adults. |  |
| I see development as continuous throughout life where individuals move from one stage to the next |  |
| We believe the quality of care impacts a child’s attachment security. |  |
| I changed America’s approach to child rearing and created a new interdisciplinary scholarly field, which I defined as the ecology of human development. |  |
| I conducted a famous experiment in which children imitated aggressive behavior they had observed. |  |

**Answer Key**

# *Who Am I?*

Using your notes/graphic organizer and acrostic poems identify the theorist that has made the contribution described.

|  |  |
| --- | --- |
| **Contribution** | **Who Am I?** |
| I believe people must first meet their basic needs. | **Abraham Maslow** |
| I believe that social contact is key to cognitive development. | **Lev Vygotsky** |
| I developed a set of four intellectual stages children proceed through. | **Jean Piaget** |
| I believe a person’s self-esteem is linked to how we handle challenges. | **Erik Erikson** |
| I believe that a child’s behavior can be influenced through positive and negative feedback. | **B.F. Skinner** |
| I said, “The experiences of childhood can have a profound, long-lasting effect on adult life.” | **Sigmund Freud** |
| I said, “It’s not about how smart you are, it is about how you’re smart.” | **Howard Gardner** |
| I studied moral development in children and adults. | **Lawrence Kohlberg** |
| I see development as continuous throughout life where individuals move from one stage to the next | **Robert Havighurst** |
| We believe the quality of care impacts a child’s attachment security. | **Mary Ainsworth & John Bowlby** |
| I changed America’s approach to child rearing and created a new interdisciplinary scholarly field, which I defined as the ecology of human development. | **Urie Bronfenbrenner** |
| I conducted a famous experiment in which children imitated aggressive behavior they had observed. | **Albert Bandura** |