

Course Title:	Content Area:	Grade Level:	Credit (if applicable)
UConn ECE: Individual and Family Development	CTE: Education/Training Pathway	11-12	1 Credit 3 UCONN credits (HDFS 1070)

Course Description:

This course provides a foundational exploration of human development across the lifespan, emphasizing the systematic interaction between individuals, family systems, and broader social influences. By synthesizing key research and theoretical frameworks in human development and family studies, students will analyze how contextual factors and family processes reciprocally shape the life course. Through an appreciation of family diversity and the application of course concepts to real-life scenarios, students will learn to evaluate development within the family context, therefore gaining valuable insights applicable to both personal growth and future professional practice. The course will include an internship component. Students may earn three college credits through the University of Connecticut’s Early College Experience (ECE) program for successful completion of Individual and Family Development (HDFS 1070).

Aligned Core Resources: **Connection to the *BPS Vision of the Graduate***

<p>Textbook: <i>Development Through Life: A Psychosocial Approach</i></p> <p>Standards: National Standards for Family and Consumer Sciences Education</p> <p>UConn Syllabus: HDFS 1070 Individual and Family Development Course Information and Requirements</p>	<p>COLLABORATION</p> <ul style="list-style-type: none"> Demonstrates ability to work effectively and respectfully with diverse teams <p>SOCIAL AND CROSS-CULTURAL SKILLS</p> <ul style="list-style-type: none"> Respect cultural differences and work effectively with people from a range of social and cultural backgrounds Leverage social and cultural differences to create new ideas and increase both innovation and quality of work <p>MEDIA LITERACY</p> <ul style="list-style-type: none"> Examine how individuals interpret messages differently, how values and points of view are included or excluded, and how media can influence beliefs and behaviors <p>GLOBAL AWARENESS</p> <ul style="list-style-type: none"> Learn from and work collaboratively with individuals representing diverse cultures, religions and lifestyles in a spirit of mutual respect and open dialogue in personal, work and community contexts Understand other nations and cultures including the use of non-English language Demonstrating understanding of others perspectives and needs <p>EMPATHY</p> <ul style="list-style-type: none"> Listen with an open mind to understand others’ situations Understand the concept of community as a means for supporting others in need
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Additional Course Information: **Link to *Completed Equity Audit***

<p>Knowledge/Skill Dependent courses/prerequisites</p> <p>Successful completion of two years of English/Language Arts, one year of social studies, and one year of science, or instructor consent, is required. (Reference: Human Development & Family Sciences UConn Early College Experience)</p>	<p>Equity Curriculum Review Audit (Ind & Family Development 2026)</p>
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Standard Matrix

	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6
6.1 Analyze the effects of family as a system on individuals and society						
6.1.6 Analyze the effects of change and transitions over the life course.					✓	
6.2 Evaluate the effects of diverse perspectives, needs, and characteristics of individual and families.						
6.2.4						✓

Demonstrate respect for diversity with sensitivity to anti-bias, gender, equity, age, culture, and ethnicity.						
12.1 Analyze principles of human growth and development across the life span.						
<ul style="list-style-type: none"> 12.1.1 Analyze physical, emotional, social, moral, and cognitive development. 		✓	✓		✓	✓
<ul style="list-style-type: none"> 12.1.2 Analyze interrelationships among physical, emotional, social, moral, and cognitive aspects of human growth and development. 		✓	✓		✓	
12.2 Analyze conditions that influence human growth and development.						
<ul style="list-style-type: none"> 12.2.1 Analyze the influences of heredity and environment on human growth and development. 					✓	
<ul style="list-style-type: none"> 12.2.2 Analyze the influences of social, economic, and technological forces on individual growth and development. 	✓		✓	✓	✓	✓
<ul style="list-style-type: none"> 12.2.3 Analyze the influences of gender, ethnicity, and culture on individual development. 	✓		✓	✓	✓	✓
<ul style="list-style-type: none"> 12.2.4 Analyze the influences of life events on individuals' physical, emotional, social, moral and cognitive development. 	✓		✓	✓	✓	
<ul style="list-style-type: none"> 12.2.5 Analyze geographic, political, and global influences on human growth and development. 	✓					
12.3 Analyze strategies that promote growth and development across the life span.						
<ul style="list-style-type: none"> 12.3.1 Analyze the role of nurturance on human growth and development. 		✓				
<ul style="list-style-type: none"> 12.3.2 Analyze the role of communication on human growth and development. 		✓				
<ul style="list-style-type: none"> 12.3.3 Analyze the role of educational and family and social services support systems and resources in meeting human growth and development needs. 			✓			
13.1 Analyze functions and expectations of various types of relationships.						
13.1.2 Predict the effects of various stages of the family life cycle on interpersonal relationships.	✓					

15.2 Evaluate parenting practices that maximize human growth and development.						
15.2.1 Analyze nurturing practices that support human growth and development.			✓			
15.2.3 Assess common practices and emerging research about influences of discipline on human growth and development.			✓			
15.4 Analyze physical and emotional factors related to beginning the parenting process.						
15.4.1 Analyze biological processes related to prenatal development, birth, and health of child and mother.		✓				
15.4.2 Analyze social, emotional, and environmental factors of prenatal development and birth in relation to the health of parents and child.		✓				
15.4.3 Analyze alternatives to biological parenthood.		✓				
15.4.4 Analyze legal and ethical impacts of current and emerging technology on fertility and family planning.		✓				

Unit Links

- [Unit 1: Development Through the Lifespan Perspective and Theories](#)
- [Unit 2: Pregnancy, Prenatal Development, and Infancy](#)
- [Unit 3: Childhood](#)
- [Unit 4: Adolescence](#)
- [Unit 5: Adulthood](#)
- [Unit 6: Elderhood, Death, & Bereavement](#)

Unit Title:																	
Unit 1: Development Through the Lifespan Perspective and Theories																	
Relevant Standards: Bold indicates priority																	
12.2.2 , 12.2.3, 12.2.4 , 12.2.5 , 13.1.2																	
Essential Question(s):	Enduring Understanding(s):																
How do we study development over the lifespan and why is it important?	<ul style="list-style-type: none"> Describe the psychosocial approach to the study of development, including how the biological, psychological, and societal systems are related. Explain how theories contribute to the study of development and explain the basic idea of each of the seven major theories. Define the 6 concepts of psychosocial theory and identify the strengths and weaknesses of the theory. 																
Demonstration of Learning:	Pacing for Unit																
Case Study Analysis Written Unit Assessment	10 Class Periods																
Family Overview (link below)	Integration of Technology:																
Family Overview - Individual and Family Development - HDFS UConn ECE (2026) (English/Spanish)	N/A																
Unit-specific Vocabulary:	Aligned Unit Materials, Resources, and Technology (beyond core resources):																
<table border="0"> <tr> <td>Biological System</td> <td>Psychosocial Theory</td> </tr> <tr> <td>Continuity</td> <td>Developmental Task</td> </tr> <tr> <td>Identity</td> <td>Developmental Stage</td> </tr> <tr> <td>Life Expectancy</td> <td>Societal system</td> </tr> <tr> <td>Life span</td> <td>Collectivism</td> </tr> <tr> <td>Longevity</td> <td>Individualism</td> </tr> <tr> <td>Plasticity</td> <td>Zone of Proximal</td> </tr> <tr> <td>Psychological system</td> <td>Development</td> </tr> </table>	Biological System	Psychosocial Theory	Continuity	Developmental Task	Identity	Developmental Stage	Life Expectancy	Societal system	Life span	Collectivism	Longevity	Individualism	Plasticity	Zone of Proximal	Psychological system	Development	Secrets of the Blue Zones
Biological System	Psychosocial Theory																
Continuity	Developmental Task																
Identity	Developmental Stage																
Life Expectancy	Societal system																
Life span	Collectivism																
Longevity	Individualism																
Plasticity	Zone of Proximal																
Psychological system	Development																
Opportunities for Interdisciplinary Connections:	Anticipated misconceptions:																
This is related to Developmental Psychology and may also build on content from Child, Family, Community. The reading, writing, speaking, and speaking components of the course are related to the humanities. Specifically, the historical factors that have contributed to lifespan development.	<ul style="list-style-type: none"> Individuals are in control of their life span development. Things that happen early in life do not impact individuals later in their life. 																
Connections to Prior Units:	Connections to Future Units:																
This is the first unit of the course.	It will serve as the foundation of the course and the lens with which we examine the remainder of our course content.																
Differentiation through Universal Design for Learning																	
UDL Indicator	Teacher Actions:																
Engagement: <ul style="list-style-type: none"> Offer choices in content (e.g., case studies, documentaries, interviews) to explore the biopsychosocial model, activating learner's interests. Use historical data, current events, or allowing students to choose a specific culture or time period to research, fostering autonomy. Use collaborative grouping for peer support in understanding complex ideas. Representation: <ul style="list-style-type: none"> Provide information using varied formats. Use graphic organizers (like Venn diagrams or concept maps) to illustrate the interrelation of the three systems. Offer key vocabulary with multiple definitions, analogies, and non-linguistic representations (e.g., images, diagrams). 																	

- Present data on life expectancy changes using varied formats: interactive graphs, statistical tables, video lectures, and historical accounts. Explicitly teach the underlying concepts (e.g., maximum lifespan vs. average life expectancy) using clear definitions and comparative examples
- Present the principles in diverse ways: video summaries of theorists (e.g., Piaget, Erikson), a summary table comparing the key tenets, simplified textual explanations, and concrete examples illustrating each theory. Use highlighting to emphasize the core concepts of each theory.

Action & Expression:

- Allow students multiple ways to explain the interrelation.
- Provide scaffolds for self-regulation (e.g., checklists, rubrics) for the explanation task.
- Offer options to articulate the principles: develop a matrix/chart summarizing the theories, create a mnemonic device or song to remember them, teach one of the theories to a peer.

Supporting Multilingual/English Learners

Related *CELP standards* and differentiated Learning Targets

	Emerging	Bridging	Expanding
LT 1	I can identify and label the three systems using simple sentences and key terms.	I can describe a simple cause-and-effect relationship between two of the systems using compound sentences and some academic vocabulary.	I can explain and analyze the complex interrelationships among the three systems using clear transitional phrases and nuanced, domain-specific vocabulary.
LT 2	can state a basic fact about life expectancy changing (e.g., "Life expectancy is higher now").	I can describe the trend in life expectancy and offer one simple reason for its importance to development using organized paragraphs.	I can construct a supported claim about the impact of changing life expectancy on the study of the lifespan, organizing my ideas logically in a persuasive text.
LT 3	I can match the name of a theory to a main principle using short, simple descriptions.	I can summarize the basic principles of several theories using descriptive language and some organizational tools (e.g., lists).	I can articulate and compare the core principles of multiple theories clearly and comprehensively, ensuring detailed components of each theory are covered.
LT 4	I can name the stages of the theory in order.	I can describe the stages and identify the key task or crisis at each stage using sequential language (e.g., <i>first, then, next</i>).	I can develop a detailed written or oral description of the stages, tasks, and crises of the theory using precise, complex language and sophisticated sequence markers.

Lesson Sequence	Learning Target	Success Criteria	Resources/ Assessments
1	Learning Target 1 I can explain how the biological, psychological, and social systems are interrelated in individual development.	<ul style="list-style-type: none"> • I can define the terms longevity and life expectancy. • I can describe the components of the biological, psychological and social system. • I can explain how those systems interact to affect life span development. 	
2-3	Learning Target 2 I can explain how life expectancy has changed over time and what this means for the study of development of the lifespan.	<ul style="list-style-type: none"> • I can define the terms life span and life expectancy. • I can analyze charts and graphs for changes in life expectancy in the United States and the world. • I can describe major influences that have contributed to these changes. • I can discuss the benefits and drawbacks of these changes on human development. 	Secrets of the Blue Zones

4-5	<p>Learning Target 3 I can articulate the basic principles of each of the seven major theories that drive human development.</p>	<ul style="list-style-type: none"> ● I can list the seven major theories ● I can outline and present the main principles of one assigned theory. ● I can summarize the main points of the theories my classmates present. ● I can distinguish between each of the seven theories in class activities. 	
6-7	<p>Learning Target 4 I can describe the stages, tasks, and crisis at each stage of the psychosocial theory.</p>	<ul style="list-style-type: none"> ● I can define psychosocial theory and list the stages. ● I can describe the tasks of each stage of this theory. ● I can explain the crisis and what optimal development looks like at each stage. ● I can diagram positive and negative psychosocial development. 	

Unit Title:	
Unit 2: Pregnancy, Prenatal Development, and Infancy	
Relevant Standards: Bold indicates priority	
12.1.1 , 12.1.2 , 12.3.1, 12.3.2, 12.2.1 , 12.2.2, 15.4.1 , 15.4.2 , 15.4.3, 15.4.4	
Essential Question(s):	Enduring Understanding(s):
How do infants develop from conception through their first two years of life? How do genetics and environmental factors influence development during the first two years?	<ul style="list-style-type: none"> • The process of prenatal development from fertilization through three trimesters of pregnancy. • Pregnant women and the developing fetus influence each other, focusing on how pregnancy affects a childbearing woman and expectant father, and the impact of environmental influences on fetal growth . • How culture impacts pregnancy and childbirth. • How infants sensory, motor, language, and attachments develop during the first 2 years of life • The importance of parents and caregivers during infancy.
Demonstration of Learning:	Pacing for Unit
Technology in Genetics Socratic Seminar	12 Class Periods
Family Overview (link below)	Integration of Technology:
Family Overview - Individual and Family Development - HDFS UConn ECE (2026) (English/Spanish)	N/A
Unit-specific Vocabulary:	Aligned Unit Materials, Resources, and Technology (beyond core resources):
Embryo Placenta Fetus Quickening Chromosomes Genotype Phenotype Cumulative relation Imprinting Effacement Dilation Cesarean Section	Infant Mortality Rate SIDS Gestational Age Birth Culture Miscarriage Abortion Zygote Apgar Scoring Sensory Motor Adaption Attachment Intersubjectivity Social Referencing
Babies Documentary Series	
Opportunities for Interdisciplinary Connections:	Anticipated misconceptions:
Sciences- genetics Psychology Reading, Writing	Attachment and trust building are not critical for infant development.
Connections to Prior Units:	Connections to Future Units:
The first unit explored the developmental tasks and psychosocial crisis of the previous stages of the life span.	It will serve as the foundation of the course and the lens with which we examine the remainder of our course content.
Differentiation through Universal Design for Learning	
UDL Indicator	Teacher Actions:
Engagement:	
<ul style="list-style-type: none"> • Use family traits and genetic counseling scenarios to activate prior knowledge for the genetics target. • Use structured debates on the ethical considerations of alternative reproduction and use small-group discussions for analyzing attachment theories. • Offer choices in content to analyze, such as a specific culture's birth tradition or which contributing factor of 	

infant mortality to investigate.

- Use authentic materials like parenting guides, pediatric recommendations, or public health data when evaluating the critical role of parents and analyzing infant mortality.

Representation:

- Use animated videos, flowcharts, and diagrams to illustrate complex biological processes like genetic inheritance and the birth process.
- Use concept maps to illustrate the complex network of environmental, social, and cultural factors influencing pregnancy.
- Use graphic organizers like T-charts or comparative matrices to clearly illustrate the opposing outcomes of the trust vs. mistrust crisis.

Action & Expression

- Create a short animated video or design a game/quiz show on genetics.
- Compare birth practices across two cultures or develop a comprehensive risk assessment model.
- Write a set of evidence-based recommendations for a new parent or create a rubric to assess a daycare environment.
- Build a physical or digital timeline or create a "developmental diary."

Supporting Multilingual/English Learners

Related CELP standards and differentiated Learning Targets

	Emerging	Bridging	Expanding
LT 1	I can label a diagram of genetic transfer using words like DNA and gene.	I can explain how traits are passed from parents to children using specific vocabulary.	I can summarize the complex biological process of genetic inheritance.
LT 2	I can define fertilization and list two ways people get help having babies.	I can describe the fertilization process and identify ethical concerns of new technology.	I can analyze the biological process and evaluate the ethics of reproductive technology.
LT 3	I can sequence the three trimesters using a visual timeline and short captions.	I can describe the major physical developments that occur in each trimester.	I can trace the continuous development from fertilization to birth with technical detail.
LT 4	I can label the stages of birth and identify one reason for infant mortality.	I can describe the birth process and explain factors that impact infant health.	I can analyze the birth process and the systemic factors contributing to mortality rates.
LT 5	I can list physical changes a pregnant woman experiences (e.g., "weight gain").	I can explain how pregnancy affects a woman's body and her emotions.	I can analyze the physiological and psychological shifts throughout pregnancy.
LT 6	I can identify things that help or hurt a pregnancy (e.g., "healthy food" vs "smoke").	I can explain how a person's environment and culture influence their pregnancy.	I can analyze how teratogens and social structures impact childbirth outcomes.
LT 7	I can match photos of infants to their milestones (e.g., crawling, grasping).	I can describe milestones and explain why sensorimotor play is important.	I can evaluate how specific milestones indicate healthy sensorimotor development.
LT 8	I can use a word bank to label different feelings and types of "bonding."	I can describe how an infant develops an emotional bond with a caregiver.	I can examine the process of social attachment and its role in emotional health.
LT 9	I can identify "trusting" vs "mistrusting" behaviors using a T-chart.	I can explain how a caregiver's actions lead to a successful or unsuccessful resolution.	I can describe the psychosocial crisis and analyze the resolution process.
LT 10	I can identify safe and unsafe items for a baby using a visual checklist.	I can explain how parents provide safety and nutrition to help a baby grow.	I can evaluate the caregiver's role in optimizing development and physical safety.

Lesson Sequence	Learning Target	Success Criteria	Resources/ Assessments
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1-2	Learning Target 1 I can summarize the process through which genetic information is passed from one generation to the next.	<ul style="list-style-type: none"> I can define the terms chromosomes, genotype, and phenotype. I can explain the process of how genetic traits are copied and expressed in an individual's DNA. I can describe the impact developing technology plays on genetic information in a fetus. 	
3	Learning Target 2 I can describe the process of fertilization including infertility, alternative means of reproduction, and related ethical considerations.	<ul style="list-style-type: none"> I can explain the process of the first stage of prenatal development; fertilization. I can describe factors that may cause infertility as well as alternative means of reproduction. I can analyze the benefits and drawbacks of methods and technologies related to fertilization. 	
4-5	Learning Target 3 I can trace the process of prenatal development from fertilization through three trimesters of pregnancy.	<ul style="list-style-type: none"> I can summarize the growth and development milestones in each trimester. I can explain the difference between the germinal, embryonic, and fetal period. 	
6	Learning Target 4 I can describe the birth process and analyze factors that contribute to infant mortality.	<ul style="list-style-type: none"> I can describe the 5 stages of labor and possible birthing methods. I can summarize factors that lead to infant mortality. 	Labor & Delivery Guest Speaker Delivery from a partners perspective
7-8	Learning Target 5 I can analyze the ways that pregnancy and the developing fetus affect the childbearing woman.	<ul style="list-style-type: none"> I can identify and explain the physiological changes across all three trimesters, including hormonal shifts and organ displacement. I can analyze the psychological and emotional adjustments a woman may experience, such as "nesting" behaviors or mood fluctuations. I can describe how pregnancy affects a woman's daily lifestyle, including nutritional needs, physical activity, and sleep patterns. 	Birthing Practices from around the world 1 pager.
	Learning Target 6 I can analyze the ways environmental, social, and cultural factors influence pregnancy and childbirth.	<ul style="list-style-type: none"> I can analyze how teratogens (environmental toxins, substances, or infections) impact fetal development and maternal health. I can compare and contrast how different cultural traditions and social support systems (e.g., doulas, family structures) shape the experience of childbirth. I can evaluate how socioeconomic factors, such as access to prenatal care, influence pregnancy outcomes. 	
9-10	Learning Target 7 I can describe important milestones and the importance of sensorimotor	<ul style="list-style-type: none"> I can identify major physical milestones, such as the progression from rolling over to independent 	

	development within the first two years of life.	<p>walking.</p> <ul style="list-style-type: none"> • I can explain the concept of object permanence and provide an example of how a child demonstrates this milestone. • I can describe how infants use their senses and motor skills to explore and understand their environment during Piaget's sensorimotor stage. 	
	<p>Learning Target 8 I can examine and analyze the emotional development and the process of social attachment that occurs within the first two years of life.</p>	<ul style="list-style-type: none"> • I can distinguish between the four attachment styles (Secure, Avoidant, Ambivalent, and Disorganized) based on a child's reaction to a caregiver. • I can analyze the role of temperament in how an infant expresses emotions and responds to social stimuli. • I can explain the significance of "serve and return" interactions in building a secure emotional bond between infant and caregiver. 	
11	<p>Learning Target 9 I can describe the psychosocial crisis of trust vs. mistrust, including how the crisis is resolved both successfully and unsuccessfully.</p>	<ul style="list-style-type: none"> • I can describe the characteristics of a successful resolution (the development of hope and security) versus an unsuccessful resolution (fear and withdrawal). • I can identify specific caregiver behaviors (consistency, responsiveness, affection) that lead to a sense of trust in an infant. 	Trust v. Mistrust Simulation
12	<p>Learning Target 10 I can evaluate the critical role of parents and caregivers during infancy with special consideration given to safety, nutrition, and optimizing development.</p>	<ul style="list-style-type: none"> • I can evaluate home safety protocols (e.g., safe sleep practices, baby-proofing) that reduce the risk of injury or SIDS. • I can explain how proper nutrition (breastfeeding/formula and the introduction of solids) supports rapid brain and body growth. • I can design activities that optimize cognitive and social development, such as reading, floor time, and sensory play. 	

Unit Title:		
Unit 3: Childhood		
Relevant Standards: Bold indicates priority		
12.1.1, 12.1.2, 12.2.2, 12.2.3, 12.2.4, 12.3.3, 15.2.1, 15.2.3		
Essential Question(s):		Enduring Understanding(s):
What are the developmental tasks of childhood and what promotes or hinders growth during this stage of life?		<ul style="list-style-type: none"> • That relationships, environment, and life experiences all impact how individual children address the developmental tasks of childhood. • Experiences in childhood impact an individual's development in adolescence and adulthood
Demonstration of Learning:		Pacing for Unit
Contemporary Issues in Childhood Research Paper		15 Class Periods
Family Overview (link below)		Integration of Technology:
Family Overview - Individual and Family Development - HDFS UConn ECE (2026) (English/Spanish)		N/A
Unit-specific Vocabulary:		Aligned Unit Materials, Resources, and Technology (beyond core resources):
Gender Role Standards	Social Confidence	Fieldwork placements and transportation for students at local preschools and elementary schools (historically funded through the Perkins V grant).
Internalization	Rejection	
Moral Reasoning	Conformity	
Perspective Taking	Cognitive Restructuring	
Self esteem	Classification	
Group Games	Self Evaluation	
Initiative	Self efficacy	
Guilt	In Group	
Purpose	Out Group	
Inhibition	Industry	
School Readiness	Inferiority	
Friendships	Competence	
	Inertia	
Opportunities for Interdisciplinary Connections:		Anticipated misconceptions:
Psychology English Social Studies		That children choose the way they develop independent of their experiences, culture, education, and family of origin.
Connections to Prior Units:		Connections to Future Units:
All prior units have explored the developmental tasks and psychosocial crisis of the previous stages of the life span.		It will serve as the foundation of the course and the lens with which we examine the remainder of our course content.
Differentiation through Universal Design for Learning		
UDL Indicator		Teacher Actions:
Engagement:		
<ul style="list-style-type: none"> • Use video clips or case studies to directly connect abstract developmental tasks to real-life contexts and student experiences. • Allow students to choose which age group (e.g., 4-6, 7-9, 10-12) or which psychosocial crisis (e.g., Initiative vs. Guilt, Industry vs. Inferiority) they want to focus on for in-depth application. • Offer structured observation forms for fieldwork to scaffold the process of identifying examples of tasks and crises. • Use collaborative problem-solving activities where students design strategies for interacting with children in ways that support healthy development. 		
Representation:		

- Use concrete examples and scenarios to translate abstract concepts like "developmental tasks" (e.g., "peer acceptance," "skill building") into observable "look and sound" descriptions.
- Provide charts, concept maps, or visual timelines that summarize the progression of developmental tasks across the 4–12 age range.
- Use graphic organizers (e.g., a "Before/After" or "Resolution/Impact" chart) to explain how the successful vs. unsuccessful resolution of the psychosocial crises impacts a child's development.

Action & Expression:

- Students can create a digital playbook of developmental tasks, record a podcast segment explaining "what it looks and sounds like," or develop an illustrated children's story demonstrating the tasks.
- Students can develop a guideline for interacting with children that supports a specific developmental task or crisis resolution.
- Students can create a role-playing scenario or infographic that explains the psychosocial crises (Initiative vs. Guilt; Industry vs. Inferiority) and their developmental impact.

Supporting Multilingual/English Learners

Related CELP standards and differentiated Learning Targets

	Emerging	Bridging	Expanding
LT 1	I can list 3-5 tasks children do (e.g., "read," "play") using a word bank.	I can describe developmental tasks and give a "real-life" example of each.	I can summarize tasks and explain how they sound in real-world contexts.
LT 2	I can match a developmental task to a picture of a child.	I can explain how a specific childhood task appears in a real-world story.	I can apply knowledge of developmental tasks to analyze complex real-world examples.
LT 3	I can label the childhood crises (e.g., Initiative vs. Guilt).	I can explain how a positive or negative resolution affects a child's future.	I can analyze how the resolution of childhood crises impacts long-term development.
LT 4	I can use a checklist to mark developmental tasks I see during my fieldwork.	I can write an observation report identifying specific tasks and crises in a child.	I can demonstrate knowledge by identifying and documenting evidence from fieldwork.
LT 5	I can use basic phrases and modeled play to interact with children.	I can choose activities for children that support their specific developmental stage.	I can interact with children in ways that intentionally support healthy development.

Lesson Sequence	Learning Target	Success Criteria	Resources/ Assessments
1-3	Learning Target 1 I can summarize the developmental tasks of children ages 4-12 and explain examples of how they might look and sound in real life context.	<ul style="list-style-type: none"> • I can investigate one developmental task from childhood and synthesize my key learning in visual format to present to the class. • I can verbally explain to my peers the key elements of the assigned developmental task. • I can record and clarify information presented to me from my peers. 	
4	Learning Target 2 I can apply my knowledge of developmental tasks in childhood to real world examples.	<ul style="list-style-type: none"> • I can practice application of my developmental task knowledge to case studies. • I collaborate with a partner to analyze the case study presented. 	
5-6	Learning Target 3 I can explain the psychosocial crises of childhood and how the resolutions of these crises impact the child's development.	<ul style="list-style-type: none"> • I can describe the psychosocial crisis of initiative v. guilt. • I can describe the psychosocial crisis of industry v. inferiority • I can summarize the possible outcomes of each of the 	

		psychosocial crises in childhood and explain how it can impact the child's development.	
7-14 Ongoing	<p>Learning Target 4 I can demonstrate my knowledge of childhood by identifying examples of developmental tasks and the psychosocial crisis in my fieldwork.</p>	<ul style="list-style-type: none"> • I can observe a child during fieldwork and correctly identify which of Erikson's Psychosocial Stages they are currently navigating (e.g., Autonomy vs. Shame and Doubt or Initiative vs. Guilt). • I can document specific developmental tasks, such as language acquisition, impulse control, or peer play, and explain how they align with the child's chronological age. • I can provide evidence of how a child's environment or caregiver interaction is currently supporting the resolution of their psychosocial crisis. 	<p>Students will also be assessed by articulating evidence they have observed, or learned from their fieldwork at local elementary schools.</p> <p>Students will choose a contemporary issue in childhood and research and write a summative paper about their research and how it impacts the developmental tasks and psychosocial crisis in childhood.</p>
	<p>Learning Target 5 I can apply my knowledge of developmental tasks in childhood by interacting with children in ways that will support healthy development.</p>	<ul style="list-style-type: none"> • I can engage in age-appropriate play or communication that encourages a child to practice a specific developmental task (e.g., asking open-ended questions to support language or offering choices to support autonomy). • I can demonstrate positive guidance techniques that help a child manage their emotions or social interactions without shaming them. • I can adapt my interaction style based on a child's individual temperament or developmental level to ensure they feel safe and capable. 	

Unit Title:		
Unit 4: Adolescence		
Relevant Standards: Bold indicates priority		
12.2.2, 12.2.3, 12.2.4		
Essential Question(s):		Enduring Understanding(s):
What processes and factors influence adolescent development of social relationships?		<ul style="list-style-type: none"> • Early and late maturing can impact an individual's self concept. • The development of peer relationships that results in a sense of belonging is essential to successful resolution of the psychosocial crisis at this stage.
Demonstration of Learning:		Pacing for Unit
Middle School Q&A Panel Discussion		15 Class Periods
Family Overview (link below)		Integration of Technology:
Family Overview - Individual and Family Development - HDFS UConn ECE (2026) (English/Spanish)		N/A
Unit-specific Vocabulary:		Aligned Unit Materials, Resources, and Technology (beyond core resources):
Alienation Body dissatisfaction Cliques Common bond Common identity Crowds Dating violence Dissociation Executive functions Formal operational thought Group identity Group norms Identity confusion Parental alienation Peer group membership Postformal reasoning Reference group Secondary sex characteristics Secular growth trend Social controls Socialization	Autonomy Choice phase Clarification phase Crystallization phase Cultural relativism Self efficacy Exploration phase Gender role expectations Gender role preference Identity achievement Induction phase Influence phase Integration phase Moral identity Parental attachment Private self Public self	Movie: Inside Out 2
Opportunities for Interdisciplinary Connections:		Anticipated misconceptions:
Health, Psychology, Sociology		Not belonging to a group doesn't impact development. That clique and groups can only have negative connotations.
Connections to Prior Units:		Connections to Future Units:
All prior units have explored the developmental tasks and psychosocial crisis of the previous stages of the life span.		Will bridge the gap between the childhood and Adulthood units at the end of the course.
Differentiation through <i>Universal Design for Learning</i>		
UDL Indicator		Teacher Actions:
Engagement:		
<ul style="list-style-type: none"> • Use current media (movies, social media trends) to illustrate the impact of maturation rates on self-image, making the content directly relatable. • Use authentic case studies or anonymous student scenarios to discuss the complexities of romantic relationships and peer dynamics. 		

- Allow students to choose which criteria of adulthood (e.g., accepting responsibility, financial independence) they want to focus on for in-depth analysis of trends and factors.
- Use structured debates on moral dilemmas (e.g., using Kohlberg's stages) to engage students in complex moral reasoning

Representation:

- Use diagrams and metaphors to explain the shift to formal operational thought (e.g., thinking about hypothetical scenarios).
- Use visual models (overlapping circles) to illustrate the formation of cliques and crowds and their relationship to the parent/peer contrast.
- Use comparative charts to summarize the characteristics of healthy vs. unhealthy dating relationships.
- Provide mind maps or flowcharts to outline the process of career choice and the specific points where education and gender roles exert influence.
- Use case studies and T-charts to explain the outcomes of the individual identity vs. identity confusion crisis.

Action & Expression:

- Create a short skit or video tutorial explaining how formal operational thought changes an early adolescent's problem-solving and emotional regulation.
- Create a venn diagram or infographic to analyze and contrast peer vs. parent relationships, focusing on conflict and support.
- Create a personal identity map that defines the psychosocial crisis by showing the various domains (e.g., career, values, relationships) under exploration.

Supporting Multilingual/English Learners

Related *CELP standards* and differentiated Learning Targets

	Emerging	Bridging	Expanding
LT 1	I can identify physical changes in adolescence using a visual organizer.	I can explain how hitting puberty early or late can change how a teen feels.	I can describe maturation factors and analyze their impact on adolescent self-image.
LT 2	I can label "thinking" vs "feeling" on a brain diagram.	I can explain how new ways of thinking change how a teen handles emotions.	I can explain the impact of formal operational thought on emotional development.
LT 3	I can list 3 traits of a "good" relationship and 3 traits of a "bad" one.	I can describe how teen relationships develop and identify healthy dating signs.	I can summarize romantic development and evaluate factors for healthy relationships.
LT 4	I can define clique and crowd and label a social map of a school.	I can contrast the role of parents versus the role of peers in a teen's life.	I can analyze peer relations and contrast them with parent-child relationships.
LT 5	I can help lead a simple game or activity for younger teens.	I can plan an activity that helps teens practice social or physical skills.	I can utilize prior learning to plan and lead an activity that promotes development.
LT 6	I can list the 5 things that make someone an "adult" (e.g., "job").	I can explain the 5 criteria of adulthood and factors that help people get there.	I can explain the 5 criteria and discuss trends influencing the transition to adulthood.
LT 7	I can identify "right" and "wrong" choices in a short scenario.	I can explain how a person's values change as they grow into an adult.	I can explain how cognitive abilities and values impact moral reasoning.
LT 8	I can list jobs I am interested in and the school needed for them.	I can explain how school and gender "rules" influence what jobs people choose.	I can outline the career choice process, focusing on education and gender roles.
LT 9	I can illustrate "Who I Am" using images and labels.	I can describe the crisis of Identity vs. Confusion with specific examples.	I can define and describe the psychosocial crisis of later adolescence.

Lesson Sequence	Learning Target	Success Criteria	Resources/ Assessments
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1-2	Learning Target 1 I can describe the factors that lead to differences in maturation rate and how that impacts an adolescents self image.	<ul style="list-style-type: none"> I can define the term secular growth trend and list positive and negative results from changes in this trend. I can analyze how early and late maturation can impact an individual's self concept and social relationships. 	
3	Learning Target 2 I can explain how formal operational thought and emotional development impact early adolescents.	<ul style="list-style-type: none"> I can identify the basic features of formal operational thought. I can explain the factors that promote healthy development during this period. I can summarize the ways adolescents express and cope with increasingly complex emotions. 	Media Analysis: <i>Inside Out</i> 2
4-5	Learning Target 3 I can summarize the development of romantic relationships and evaluate factors that lead to healthy and unhealthy dating relationships.	<ul style="list-style-type: none"> I can summarize the factors that impact the development of adolescent romantic relationships. I can identify and discuss characteristics of healthy and unhealthy relationships. I can evaluate ways to address unhealthy relationships. 	Healthy, Unhealthy, or Toxic: Media Relationship Analysis
6-7	Learning Target 4 I can analyze the nature of peer relations in early adolescence, especially the formation of cliques and crowds, and contrast the typical relationships with parents and peers during this stage.	<ul style="list-style-type: none"> I can explain the factors that lead to the formation of cliques and crowds. I can describe why belonging is important and how impacts the resolution of the psychosocial crisis I can contrast parent and peer relationships during adolescence and discuss how these relationships impact identity. 	
8	Learning Target 5 I can utilize my prior experience and new learning to plan and participate in an activity that would promote healthy development in early adolescents.	<ul style="list-style-type: none"> I can collaborate with peers to create a slide show that represents a broad high school experience. I can present new information to 8th grade students that promotes healthy development. 	Fieldwork hours (ex: student panel at the middle school, creation of hs event or activity)
9-10	Learning Target 6 I can explain the five criteria of adulthood and discuss trends and factors that influence the successful transition to adulthood.	<ul style="list-style-type: none"> I can explain the concept of autonomy from parents and examine the conditions under which autonomy is likely to be achieved. I can summarize the development of gender identity in later adolescence. 	

		<ul style="list-style-type: none"> I can describe how gender roles and concepts are revised and expanded. 	
11	<p>Learning Target 7 I can explain how an individual's sense of morality continues to mature in later adolescence and how cognitive abilities and values impact moral reasoning.</p>	<ul style="list-style-type: none"> I can describe the new cognitive capacities that form during later adolescence I can discuss how culture, values, and lived experience may impact moral decisions. 	
12-13	<p>Learning Target 8 I can outline the process of career choice, with attention to education and gender role socialization as two major influential factors.</p>	<ul style="list-style-type: none"> I can describe the factors that influence career choice. I can describe the phases of career decision making and self efficacy. I can apply my knowledge of the process of career choice to my own individual plan at this time. 	<p>Social Role data analysis</p> <p>25 vision board, and young adulthood budget plan</p>
14-15	<p>Learning Target 9 I can define and describe the psychosocial crisis of later adolescence, individual identity vs. identity confusion.</p>	<ul style="list-style-type: none"> I can explain the terms private and public self. I can explain how role experimentation impacts the development of identity. I can explain how fidelity to or repudiation of values results from the psychosocial crisis of this stage. 	

Unit Title:															
Unit 5: Adulthood															
Relevant Standards: Bold indicates priority															
6.1.6, 12.1.1, 12.1.2, 12.2.1, 12.2.2, 12.2.3, 12.2.4, 13.1.2															
Essential Question(s):	Enduring Understanding(s):														
How do relationships, work, parenting, and lifestyle evolve throughout adulthood? What are the psychosocial crises of adulthood and what are the processes to resolve each crisis?	Romantic relationships continually change through this stage as a result of marriage, childbearing, parenting, and evolution of other social roles.														
Demonstration of Learning:	Pacing for Unit														
Students will demonstrate their learning through a variety of written and verbal learning activities that will be completed both collaboratively and independently.	20 Class Periods														
Family Overview (link below)	Integration of Technology:														
Family Overview - Individual and Family Development - HDFS UConn ECE (2026) (English/Spanish)	N/A														
Unit-specific Vocabulary:	Aligned Unit Materials, Resources, and Technology (beyond core resources):														
<table border="0"> <tr> <td>Childbearing</td> <td>Homogamy</td> </tr> <tr> <td>Cohabitation</td> <td>Lifecourse</td> </tr> <tr> <td>Demand withdraw pattern</td> <td>Mutuality among peers</td> </tr> <tr> <td>Dual earner marriages</td> <td>Pace of life</td> </tr> <tr> <td>Endogamy</td> <td>Role compatibility</td> </tr> <tr> <td>Fulfillment theories</td> <td>Role sequencing</td> </tr> <tr> <td>Glick Effect</td> <td>Social Clock</td> </tr> </table>	Childbearing	Homogamy	Cohabitation	Lifecourse	Demand withdraw pattern	Mutuality among peers	Dual earner marriages	Pace of life	Endogamy	Role compatibility	Fulfillment theories	Role sequencing	Glick Effect	Social Clock	N/A
Childbearing	Homogamy														
Cohabitation	Lifecourse														
Demand withdraw pattern	Mutuality among peers														
Dual earner marriages	Pace of life														
Endogamy	Role compatibility														
Fulfillment theories	Role sequencing														
Glick Effect	Social Clock														
Opportunities for Interdisciplinary Connections:	Anticipated misconceptions:														
There are many interdisciplinary connections; specifically to psychology, health, social studies, english, and statistics.	Some students may believe that the majority of families are structured in a similar way or that once a partnership/ family is in place it remains.														
Connections to Prior Units:	Connections to Future Units:														
All prior units have explored the developmental tasks and psychosocial crisis of the previous stages of the life span.	This unit will serve as a stepping stone for the final unit in lifespan development.														
Differentiation through Universal Design for Learning															
UDL Indicator	Teacher Actions:														
<p>Engagement:</p> <ul style="list-style-type: none"> Allow students to choose which adulthood stage (early, middle, or later) and which psychosocial crisis (Generativity vs. Stagnation or Integrity vs. Despair) they want to focus on for in-depth explanation. Use structured group discussions or debates to examine the factors that support commitment and growth in intimate relationships, allowing students to share diverse perspectives and experiences. <p>Representation:</p> <ul style="list-style-type: none"> Use matrix charts or Venn diagrams to clearly compare and contrast the key tenets of Social Roles, Life Course, and Fulfillment Theories. Use graphic organizers (like a "Role-Demand Map") to describe how work impacts an individual's lifestyle and role demands (e.g., balancing work with family roles). Provide short video clips or text excerpts from media to serve as examples of developmental tasks and psychosocial crises in early adulthood. 															

- Use flowcharts or process diagrams to analyze the process of forming intimate relationships and adjusting to cohabitation/marriage, highlighting key challenges and milestones.
- Use clear T-charts or two-column notes to define and describe the psychosocial crises of middle and later adulthood, including the successful resolution process and resulting qualities (e.g., Care and Wisdom).

Action & Expression:

- Students can analyze features of the work world by interviewing a professional about their interpersonal skills and leadership roles or creating a comparative report on two different career contexts.
- Students evaluate the expansion of caring by creating a social ecology map of an adult's evolving relationships (children, parents, community) and writing a reflective analysis of the changes.
- Demonstrate knowledge by curating a digital scrapbook or annotated video reel of media examples that identify developmental tasks and crises.
- Summarize role changes by creating a narrated timeline that articulates both the benefits and challenges of social role shifts over time.

Supporting Multilingual/English Learners

Related CELP standards and differentiated Learning Targets

	Emerging	Bridging	Expanding
LT 1	I can match the names of the 3 theories to their basic definitions.	I can compare and contrast the 3 theories using a Venn diagram.	I can articulate the nuances of social roles, lifecourse, and fulfillment theories.
LT 2	I can list roles adults have (e.g., "worker," "spouse," "parent").	I can describe the responsibilities adults face in careers and relationships.	I can articulate the roles and responsibilities found in early adulthood.
LT 3	I can define cohabitation and marriage using simple terms.	I can explain the challenges and adjustments of living with a partner.	I can analyze the process of forming intimate relationships and adjusting to marriage.
LT 4	I can list 3 ways having a job changes a person's life.	I can explain how a career helps an adult develop and how it takes up their time.	I can describe the role of work in development and its impact on role demands.
LT 5	I can identify "good" work skills like leadership and teamwork.	I can explain how work is a place where people learn to lead and talk to others.	I can analyze work features as a context for development and leadership.
LT 6	I can identify if a movie character is "alone" or "with others."	I can explain if a character chose Intimacy or Isolation based on their actions.	I can evaluate fictional characters to identify how they resolved the intimacy crisis.
LT 7	I can find a picture or clip that shows an adult "doing their job."	I can identify a developmental task in a TV show or movie about adults.	I can demonstrate knowledge by identifying tasks and crises using media.
LT 8	I can identify the names of the crises in middle and late adulthood.	I can explain how resolving mid-life crises changes a person's personality.	I can explain the psychosocial crises of middle/late adulthood and their impact.
LT 9	I can list things that keep a couple together (e.g., "talking," "love").	I can explain the factors that help a long-term relationship grow over time.	I can examine the factors that support commitment and growth in relationships.
LT 10	I can identify different people an adult cares for (e.g., aging parents).	I can explain how the role of "caregiver" changes as an adult gets older.	I can evaluate the expansion of caring in adulthood as relationships evolve.
LT 11	I can list a "good" thing and a "hard" thing about getting older.	I can summarize how roles (like "boss" or "parent") change over many years.	I can articulate the benefits and challenges of changing social roles over time.
LT 12	I can use a chart to list examples of "giving back" vs "stagnation."	I can describe the qualities that result from resolving the crisis of Generativity.	I can define and describe the crises of Generativity vs. Stagnation/Integrity vs. Despair.

Lesson Sequence	Learning Target	Success Criteria	Resources/ Assessments
1	<p>Learning Target 1 I can compare and contrast social roles, lifecourse, and fulfillment theories.</p>	<ul style="list-style-type: none"> I can create a comparison chart that identifies the core focus of Social Role Theory (societal expectations), Lifecourse Theory (historical/social timing), and Fulfillment Theories (self-actualization). I can explain how each theory views the primary motivation for human growth and change across the lifespan. 	
2	<p>Learning Target 2 I can describe the roles and responsibilities of individuals in early adulthood as they begin the process of forming intimate relationships and furthering their career.</p>	<ul style="list-style-type: none"> I can identify the "milestones" of early adulthood, such as establishing financial independence and navigating the transition from student to professional. I can describe the developmental tension between maintaining a sense of self and achieving interpersonal intimacy in romantic partnerships. I can explain how early career exploration influences an individual's sense of identity and social status. 	
3-4	<p>Learning Target 3 I can analyze the process of forming intimate relationships and adjusting to cohabitation and the early years of marriage.</p>	<ul style="list-style-type: none"> I can describe the phases of partner selection I can analyze how patterns of intimate relationships have changed over the last 75 years using data. 	
5	<p>Learning Target 4 I can describe the role of work in psychosocial development during early adulthood and how work impacts an individual's lifestyle and role demands</p>	<ul style="list-style-type: none"> I can explain how the role of work evolves throughout one's career. I can describe the positive and negative impacts work may have on an individual's overall development. 	
	<p>Learning Target 5 I can analyze features of the work world as a context for development, specifically interpersonal skills and leadership roles.</p>	<ul style="list-style-type: none"> I can analyze how soft skills (active listening, empathy, and conflict resolution) are developed and refined through workplace interactions. I can evaluate different leadership styles and describe how taking on a leadership role fosters cognitive and emotional maturity. I can explain how the work environment serves as a "micro-society" that shapes an adult's values and social network. 	
6	<p>Learning Target 6 I can evaluate fictional characters to identify how they resolved the intimacy v. isolation crisis based on their personality traits and interactions with others.</p>	<ul style="list-style-type: none"> I can define and describe the psychosocial crisis of intimacy versus isolation. I can outline the resolution process and resulting qualities that emerge from successful and unsuccessful crisis resolution at this stage. 	
7-8	<p>Learning Target 7</p>	<ul style="list-style-type: none"> I can analyze a character from a 	Young Adult Panel

	I can demonstrate my knowledge of early adulthood by identifying examples of developmental tasks and the psychosocial crisis using media.	<p>movie, TV show, or book and identify specific developmental tasks they are facing (e.g., establishing a career, finding a partner).</p> <ul style="list-style-type: none"> • I can provide evidence of how a media character is navigating the psychosocial crisis of Intimacy vs. Isolation. • I can evaluate whether the media portrayal of early adulthood is realistic or stereotypical regarding the challenges of "emerging adulthood." 	Discussion
9-10	<p>Learning Target 8</p> <p>I can explain the psychosocial crises of middle and later adulthood and how the resolutions of these crises impact the individual's development.</p>	<ul style="list-style-type: none"> • I can describe the psychosocial crisis of generativity vs. stagnation. . • I can describe the psychosocial crisis of integrity versus despair. • I can summarize the possible outcomes of each of the psychosocial crisis in childhood and explain how it can impact the child's development. 	
Ongoing 11-20	<p>Learning Target 9</p> <p>I can examine the factors that support commitment and growth in intimate relationships throughout adulthood.</p>	<ul style="list-style-type: none"> • I can identify the "pillars of commitment," such as effective communication, shared values, and the ability to navigate conflict constructively. • I can analyze how "mating" or partnership transitions into "maintaining," focusing on the importance of mutual support and adaptability over time. • I can describe how external stressors (finances, health, or extended family) can either strengthen or strain a long-term commitment. 	<p>Students will be assessed through their adulthood interviews and analysis.</p> <p>Students will be assessed by articulating evidence they have observed, or learned from their fieldwork at the senior center.</p>
	<p>Learning Target 10</p> <p>I can evaluate the expansion of caring in adulthood as relationships with children, parents, and others continue to evolve and change.</p>	<ul style="list-style-type: none"> • I can explain the concept of the "Sandwich Generation"—adults who are simultaneously caring for their own children and their aging parents. • I can evaluate how the "caregiver role" evolves as children become independent and parents require more physical or emotional support. • I can describe how "caring" expands beyond the immediate family to include mentoring, community service, or professional stewardship. 	
	<p>Learning Target 11</p> <p>I can summarize how social roles may change over time and articulate the benefits and challenges of those changes.</p>	<ul style="list-style-type: none"> • I can articulate the benefits of role changes (e.g., becoming a grandparent or a retiree), such as increased wisdom or newfound freedom. • I can analyze the challenges of role loss (e.g., empty nest syndrome or retirement) and how individuals find 	

		<p>new meaning after a major transition.</p> <ul style="list-style-type: none"> • I can summarize how "role strain" occurs when the demands of multiple roles (worker, spouse, parent) conflict with one another. 	
	<p>Learning Target 12 I can define and describe the psychosocial crises of generativity versus stagnation and integrity versus despair as well as the resolution process and resulting qualities.</p>	<ul style="list-style-type: none"> • I can define Generativity vs. Stagnation and provide examples of how adults "leave a legacy" through parenting, work, or creativity. • I can define Integrity vs. Despair and describe the process of "life review" that occurs as individuals look back on their accomplishments and regrets. • I can identify the resulting qualities of successful resolution: "Care" (from Generativity) and "Wisdom" (from Integrity). 	

Unit Title:																					
Unit 6: Elderhood, Death, & Bereavement																					
Relevant Standards: Bold indicates priority																					
6.2.4, 12.1.1, 12.1.2 , 12.2.2, 12.2.3																					
Essential Question(s):	Enduring Understanding(s):																				
<p>What are the psychosocial crises of elderhood and what are the processes to resolve each crisis?</p> <p>How do values and interpersonal relationships impact end of life experiences?</p>	<ul style="list-style-type: none"> Feelings about elderhood vary greatly based on individuals personality, life experience, and resolution of previous psychosocial crisis. Practices and values surrounding death vary between and within cultures and geographic parts of the world. 																				
Demonstration of Learning:	Pacing for Unit																				
Investigation and presentation of cultural practices surrounding death.	6 Class Periods																				
Family Overview (link below)	Integration of Technology:																				
Family Overview - Individual and Family Development - HDFS UConn ECE (2026) (English/Spanish)	N/A																				
Unit-specific Vocabulary:	Aligned Unit Materials, Resources, and Technology (beyond core resources):																				
<table border="0"> <tr> <td>Behavioral Slowing</td> <td>Advance Directive</td> </tr> <tr> <td>Psychohistorical Perspective</td> <td>Living Will</td> </tr> <tr> <td>Usual Aging</td> <td>Good Death</td> </tr> <tr> <td>Successful Agers</td> <td>Hospice Care</td> </tr> <tr> <td>Cosmic Transcendence</td> <td>Bereavement</td> </tr> <tr> <td>Extinction</td> <td>Grief</td> </tr> <tr> <td>Diffidence</td> <td>Ambiguous Loss</td> </tr> <tr> <td>Frailty</td> <td>Loss Oriented Coping</td> </tr> <tr> <td>Role Reversal</td> <td>Restoration Oriented Coping</td> </tr> <tr> <td>Thanatology</td> <td>Introjection</td> </tr> </table>	Behavioral Slowing	Advance Directive	Psychohistorical Perspective	Living Will	Usual Aging	Good Death	Successful Agers	Hospice Care	Cosmic Transcendence	Bereavement	Extinction	Grief	Diffidence	Ambiguous Loss	Frailty	Loss Oriented Coping	Role Reversal	Restoration Oriented Coping	Thanatology	Introjection	<ul style="list-style-type: none"> Tuesdays with Morrie 5 People you Meet in Heaven
Behavioral Slowing	Advance Directive																				
Psychohistorical Perspective	Living Will																				
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Diffidence	Ambiguous Loss																				
Frailty	Loss Oriented Coping																				
Role Reversal	Restoration Oriented Coping																				
Thanatology	Introjection																				
Opportunities for Interdisciplinary Connections:	Anticipated misconceptions:																				
There are opportunities for interdisciplinary connections with social studies, psychology, even the medical pathway.	People in later stages of life are not still developing.																				
Connections to Prior Units:	Connections to Future Units:																				
This unit is the culmination of all of the previous units and will look at how an individual's experiences and resolution of preceding psychosocial crisis impacts individuals throughout the duration of their life.	N/A																				
Differentiation through <i>Universal Design for Learning</i>																					
UDL Indicator	Teacher Actions:																				
<p>Engagement:</p> <ul style="list-style-type: none"> Use current events and policy discussions (e.g., healthcare, social security reform) to frame the target on societal structure changes prompted by longevity. Use anonymous sharing or small-group processing to manage the emotional weight of topics like grief, bereavement, and elder survivor impacts, fostering coping skills. <p>Representation:</p> <ul style="list-style-type: none"> Use diagrams or flowcharts to describe the grief and bereavement process (e.g., Kubler-Ross stages, dual-process model), clarifying the non-linear nature of the experience. Use side-by-side comparative texts or virtual tours/videos to describe death-related rituals across different cultures and communities, emphasizing respect and diversity. 																					

- Use concept maps to explain the psychological impacts of being an elder survivor, linking factors like loss of social network, purpose, and physical decline.

Action & Expression

- Articulate challenges by creating a public awareness campaign (e.g., video, podcast) or writing an advice column for caregivers.
- Describe processes by creating a resource guide for supporting grieving individuals or developing a comparative presentation on cultural rituals.

Supporting Multilingual/English Learners

Related CELP standards and differentiated Learning Targets

	Emerging	Bridging	Expanding
LT 1	I can list 3 physical and 3 psychological challenges of being old.	I can describe the relationship between aging and specific life challenges.	I can articulate the physical and psychological challenges of elderhood.
LT 2	I can identify one way a city changes for older people (e.g., "ramps").	I can discuss how having more older people changes things like hospitals or jobs.	I can discuss how longevity is prompting changes in societal structures.
LT 3	I can identify "hard choices" doctors make at the end of life.	I can explain why end-of-life decisions are complicated for families.	I can discuss the ethical issues individuals may face at the end of life.
LT 4	I can label the feelings people have when they are sad (grief).	I can describe the steps or feelings involved in the bereavement process.	I can describe the grief and bereavement process using technical terminology.
LT 5	I can define what it means to be a "survivor" in elderhood.	I can explain the psychological impact of outliving friends or family.	I can explain the psychological impacts of being an elder survivor.
LT 6	I can use pictures to show different funeral rituals around the world.	I can describe how different cultures handle death and the purpose of rituals.	I can describe death-related rituals in different cultures and communities.
LT 7	I can create a visual "Legacy Map" with short goal statements.	I can outline my future goals and describe my legacy in a short project.	I can synthesize learning to create a project describing my legacy and future vision.

Supporting Multilingual/English Learners

Lesson Sequence	Learning Target	Success Criteria	Resources/ Assessments
1-2	Learning Target 1 I can articulate the physical and psychological challenges of elderhood.	<ul style="list-style-type: none"> • I can identify common physical challenges of aging, such as changes in mobility, sensory decline, and the management of chronic conditions. • I can explain psychological challenges, including the risk of social isolation, cognitive changes, and the shift in self-identity after retirement. • I can describe how the "optimal aging" model suggests ways to mitigate these challenges through lifestyle and social engagement. 	
	Learning Target 2 I can discuss how people living longer are prompting changes in societal structures.	<ul style="list-style-type: none"> • I can analyze how an aging population (the "Silver Tsunami") impacts economic structures, such as Social Security, healthcare systems, and the labor market. • I can discuss changes in housing and 	

		<p>urban planning, such as the rise of multi-generational living or "age-in-place" community designs.</p> <ul style="list-style-type: none"> I can evaluate how societal views on aging (ageism vs. veneration) are shifting as people live longer, more active lives. 	
3	<p>Learning Target 3 I can discuss the ethical issues that individuals may face at the end of life.</p>	<ul style="list-style-type: none"> I can describe factors associated with the process of dying. I can discuss the modern idea of a "good death" and what factors influence that idea. 	<p>Tuesdays with Morrie</p> <p>5 People you Meet in Heaven</p>
4-5	<p>Learning Target 4 I can describe the grief and bereavement process.</p>	<ul style="list-style-type: none"> I can analyze factors that affect grief and bereavement. I can describe the five patterns of bereavement. 	
	<p>Learning Target 5 I can explain the psychological impacts of being an elder survivor.</p>	<ul style="list-style-type: none"> I can define "elder survivor" (those who outlive their peers, spouses, or children) and explain the unique burden of bereavement overload. I can analyze the psychological resilience required to maintain a sense of purpose despite significant social and personal loss. I can describe the "survivor's perspective" on mortality and how it influences an individual's daily outlook on life. 	
6	<p>Learning Target 6 I can describe death related rituals in different cultures and communities</p>	<ul style="list-style-type: none"> I can investigate the death related rituals of a specific community and present my learning to the class. I can identify patterns in death related rituals across different cultural and community groups. 	
7-10	<p>Learning Target 7 I can synthesize my learning and growth from the course by creating a final project that describes my legacy and outlines goals and visions for the future.</p>	<ul style="list-style-type: none"> I can articulate my personal definition of "Legacy" and identify the values or contributions I want to be remembered for. I can set SMART goals for my future development, applying the theories learned in class (e.g., Erikson's stages) to my projected life path. I can synthesize my understanding of the entire lifespan to create a "vision board" or narrative that outlines a life of Generativity and Integrity. 	<p>Growth, Legacy, & Aspirations final project</p>