

Thomaston Public Schools - Curriculum Overview and Pacing Guide

Directions - Each colored box below represents one curricular unit. In each box, complete as much of the required information as possible (unit title, unit pacing, unit overview, priority learning targets). On its own, this document will eventually become a public-facing and quick-reference curriculum guide. As suits our curriculum goals, we will eventually use the information you lay out here as the basis for building a fully-expanded curriculum.

A few important points:

1. Unit Title - Your unit title can be thematic (i.e. “The Power and Pain of Love”) or Skill-Based (i.e. Research and Argumentation) or Content-Driven (“Quadratic Functions and Operations”).
2. Uni Pacing - There are approximately forty instructional weeks in a school year, but due to testing, school events, etc., we build a curriculum to cover thirty-six weeks. A full curriculum should contain six units each a minimum of four weeks and maximum of eight weeks long. In total, the units should add up to thirty-six weeks of coverage. The only exception is ELA, which uses quarterly units each 9 weeks long.
3. Unit Overview - The unit overview is a “meaty” paragraph that provides a narrative description of the unit, including major themes, skills, and (possibly) content. Think: In this unit students will (read / do / experience / learn / understand / develop / consider /etc.)...
4. Compelling Questions - Compelling questions are essential. They reflect critical and important inquiries that help students make sense of the world around them through the lenses of specific themes, issues, and topics that connect to specific disciplines. Compelling questions are relevant. They engage students in inquiries that are of personal importance and that ask students to consider themes, issues, and topics that help them connect the content of specific disciplines to their own lives and to their world. For more information, click [here](#).
5. Priority Learning Targets - Each unit should contain three priority learning targets. These are effectively end-of-unit guarantees of what students will be able to do and demonstrate as a result of their learning. As priority learning targets, they are those “level three” learning targets on our eventual proficiency scales that we’ve been developing for a while now. The only exception to three targets per unit are for ELA (5-6 per unit) and history (six per unit, incl. three inquiry targets). These content areas have separate curriculum guide templates

Course Title: Human Growth and Development

Course Description: Students will study growth and development from conception through death from a lifespan view. This class will focus on the importance of parenting styles, financial hardships, and societal roles as one age through their lifespan. Learning targets include developmental theories, biological foundations, and physical, perceptual, and motor development throughout the lifespan. The changes in socioemotional and consumer-related aspects of early childhood, middle childhood, emerging and established adulthood, later life, death, and bereavement will be examined.

School: Thomaston High School	Grade: 11 & 12th	Curriculum Pacing: 36 weeks
Unit One: Human Development	Unit Two: Achieving Independence	Unit Three: Family Living
Unit Pacing: 6 weeks	Unit Pacing: 4 weeks	Unit Pacing: 4 weeks
Unit Overview: Students will be able to comprehend the study of human growth and development and identify the importance of development through all stages of their lifespan.	Unit Overview: The student will examine influences affecting the individual's struggle for independence, including the physical, social, emotional, and economic factors that may be considered.	Unit Overview: In this unit, students will understand the life cycle from conception to birth. Students will understand the importance of a family as a unit in several categories by identifying key characteristics necessary for healthy and socially acceptable methods of parenting.
Compelling Questions 1.) What are the major recurring issues in human development? 2.) What are the major developmental theories attached to human development? 3.) How is research established in Human Growth and Development?	Compelling Questions 1.) What social factors affect the need for one's independence? 2.) What does it take to be a successful member of society? 3.) How can I best prepare myself to live away from my parents?	Compelling Questions 1.) What are the major developmental stages from conception to birth? 2.) What are the environmental and social risk factors during prenatal development? 3.) How does one adjust to labor, delivery, and becoming a parent? 4.) What are different parenting styles?

<p>Priority Learning Targets</p> <ol style="list-style-type: none"> 1.) I can define principles of human growth and development across the lifespan. (NASAFACS 12.1.1) 2.) I can compare and contrast interrelationships among physical, emotional, social, moral, and cognitive aspects of human growth and development. (NASAFACS 12.1.2) 3.) I can analyze current and emerging research about human growth and development, including but not limited to brain development research. (NASAFACS 12.1.3) 	<p>Priority Learning Targets</p> <ol style="list-style-type: none"> 1.) I can analyze the influences of social, economic, and technological forces on individual growth and development. (NASAFACS 12.2.2) 2.) I can Analyze the influences of life events on individuals' physical, emotional, social, moral, and cognitive development. (NASAFACS 12.2.4) 	<p>Priority Learning Targets</p> <ol style="list-style-type: none"> 1.) I can analyze biological processes related to prenatal development, birth, and health of the child and mother. (NASAFACS 15.4.1) 2.) I can identify the influences of heredity and environment on human growth and development. (NASAFACS 12.2.1) 3.) I can value physical and emotional factors related to beginning the parenting process. (NASAFACS 15.4)
Unit Four: Theorists	Unit Five: Financial Stability	Unit Six: Careers and Community Service
Unit Pacing: 4 weeks	Unit Pacing: 6 weeks	Unit Pacing: 6 weeks
Unit Overview: Students will be introduced to Vygotsky, Piaget, and Erikson's theories on psychosocial and cognitive development. A primary focus will be on how they develop and	Unit Overview: Students will identify the necessity of financial security for both short and long-term goals in order to be successful members of society throughout their lifespan.	Unit Overview: The student will explore, compare and contrast careers related to human growth and development, specifically addressing

<p>are utilized throughout the lifespan.</p>	<p>A primary focus will be on financial planning for raising a family through retirement. The student will also attain knowledge in being a healthy consumer.</p>	<p>the concerns and well-being of individuals and families. Students will also explore the importance and self-fulfillment related to community service.</p>
<p>Compelling Questions</p> <ol style="list-style-type: none"> 1.) What are the differences between Piaget's and Vygotsky's cognitive theories? 2.) How do cognitive theories differ across the lifespan from early childhood to later life? 3.) How do Erikson's stages of psychosocial development affect one across the lifespan? 	<p>Compelling Questions</p> <ol style="list-style-type: none"> 1.) How can I make healthy consumer decisions? 2.) How can I make good financial plans for a future family? 3.) How can I be financially stable long term? 	<p>Compelling Questions</p> <ol style="list-style-type: none"> 1.) How can I make a decision on a career path that is best for me? 2.) How will I be able to be successful in my career? 3.) What is the benefit of community service?
<p>Priority Learning Targets</p> <ol style="list-style-type: none"> 1.) I can correlate the influences of life events on individuals' physical, emotional, social, moral, and cognitive development. (NASAFACS 12.2.4) 2.) I can analyze parenting roles across the lifespan. (NASAFACS 15.1.1). 3.) I can analyze societal conditions that influence parenting across the lifespan. (NASAFACS15.1.4). 	<p>Priority Learning Targets</p> <ol style="list-style-type: none"> 1.) I can apply consumer skills to decisions about housing, utilities, and furnishings. (NASAFACS 2.1.5). 2.) I can evaluate the need for personal and family financial planning. (NASAFACS 2.6.1). 3.) I can analyze saving and investing to build long-term financial security and wealth. (NASAFACS2.7.6). 	<p>Priority Learning Targets</p> <ol style="list-style-type: none"> 1.) I can analyze potential career choices to determine the knowledge, skills, attitudes, and opportunities associated with each career. (NASAFACS 1.2.1). 2.) Demonstrate job-seeking and job-keeping skills. (NASAFACS 1.2.2). 3.) Analyze personal and family assets and skills that provide service to the community. (NASAFACS 1.3.3).

Unit Seven: Middle and Later Years	Unit Eight: Death and Bereavement	
Unit Pacing: 6 weeks	Unit Pacing: 6 weeks	
Unit Overview: The student will identify and define various changes that occur during the middle and later years of the lifespan. The student will identify a variety of methods that individuals, families, and society may use to address those changes.	Unit Overview: The student will investigate, correlate and comprehend the importance of death and bereavement in coping with the loss of a loved one or in regard to the end of one's lifespan.	
Compelling Questions <ol style="list-style-type: none"> 1.) What changes will I face as I grow? 2.) How will my family change over the years? 3.) How will society can as I age? 	Compelling Questions <ol style="list-style-type: none"> 1.) How can I understand the importance of death? 2.) What are the stages of grief? 3.) How can I cope with a loss of a loved one? 	
Priority Learning Targets <ol style="list-style-type: none"> 1.) I can analyze physical, emotional, social, moral, and cognitive development. (NASAFACS 12.1.1). 2.) I can analyze the role of nurturance in human growth and development. (NASAFACS 12.3.1). 3.) Analyze the influences of social, economic, and technological forces on individual growth and development. (NASAFACS 12.2.2). 	Priority Learning Targets <ol style="list-style-type: none"> 1.) I can analyze physical, emotional, social, moral, and cognitive development. (NASAFACS 12.1.1). 2.) I can analyze the influences of life events on individuals' physical, emotional, social, moral, and cognitive development. (NASAFACS 12.2.4). 3.) I can illustrate coping or adjustment strategies and stress management practices for the participant, a caregiver, and family members. (NASAFACS 7.5.3). 	

