

**Human Development and Parenthood Education**  
**TEXT: The Developing Child 9<sup>th</sup> Edition by Holly Brisbane (2004)**

**Goal of Course and Objectives of Study:** Students enrolled in Human Development and Parenthood Education will be able to:

- Evaluate the impact of parenting roles and responsibilities on strengthening the well being of individuals and families.
- Analyze roles and responsibilities of parenting.
- Evaluate parenting practices that maximize human growth and development.
- Evaluate external support systems that provide services for parents.
- Analyze physical and emotional factors related to beginning the parenting process.
- Analyze factors that impact human growth and development.
- Analyze principles of human growth and development across the life span.
- Analyze conditions that influence human growth and development.
- Analyze strategies that promote growth and development across the life span.

**Units of Study :**

Chapter 1 - *Growing With Children*

Chapter 2 - *Living in Families*

Chapter 3 - *Effective Parenting Skills*

Chapter 4 - *Teen Pregnancy and Parenthood*

Chapter 5 - *Prenatal Development*

Chapter 6 - *Preparing for Birth*

- *The Impact of the Fetus on the Pregnant Woman*
- *Changes in Roles and Social Status*
- *Changes in the Mother's Emotional State*
- *Fathers Involvement in Childbirth*
- *The Impact of the Pregnant Woman on the Fetus*
- *Mother's Age*
- *Maternal Drug Use*
- *Environmental Toxins*
- *Mother's Diet*

Chapter 7 - *Baby's Arrival*

- Project Activity to Begin - Baby Think It Over
  - 6 babies are available for each weekend listed
  - Students enrolled in class who are currently the parents of an infant need to talk to Ms. Spencer-Nelson concerning alternatives to the project.
  - Students who have problems with the established schedule need to talk to Ms. Spencer-Nelson.
  - Journals will be kept from the experience and turned in for evaluation the Monday the baby is turned in.

Chapter 8 - Physical Development During the 1st Year (Infancy)

Chapter 9 - Emotional & Social Development During the 1st Year (Infancy)

Chapter 10 - Intellectual Development During the 1st Year (Infancy)

- *The Psychosocial Crisis: Trust Versus Mistrust Developmental Tasks*  
*Social Attachment*
- *Maturation of Sensory-Perceptual and Motor Functions • Sensor motor -intelligence and Primitive Causality*
- *Understanding the Meaning of Objects and Creating Categories É Emotional Development*

Applied Topic of Reading Research The Role of Parents

- Safety in the Physical Environment
- Fostering Emotional and Cognitive Development
- Fathers' and Mothers' Parental Behavior

Chapter 11 - Physical Development From 1 to 3 (Toddlerhood)

Chapter 12 - Emotional & Social Development From 1 to 3 (Toddlerhood)

Chapter 13 - Intellectual Development From 1 to 3 (Toddlerhood)

- *The Psychosocial Crisis: Autonomy Versus Shame and Doubt*  
*Developmental Tasks*
- *Elaboration of Locomotion*
- *Fantasy Play*
- *Language Development*
- *Self-Control*

Applied Topic of Reading Research Discipline and Day Care

Chapter 14 - Physical Development From 4 to 6 (Early School Age)

Chapter 15 - Emotional & Social Development From 4 to 6 (Early School Age)

Chapter 16 - Intellectual Development From 4 to 6 (Early School Age)

- *Psychosocial Crisis: Initiative Versus Guilt*  
*Developmental tasks*
- *Sex-Role Identification*
- *Early Moral Development*
- *Self-Theory*
- *Group Play*

Applied Topic of Reading Research The Impact of Television

- Cognitive Consequences
- Socioemotional Consequences
- Television as a Stimulus for Optimal Development
- Advice to Parents and Teachers

### *Middle School Age (6-12 years)*

- *The Psychosocial Crisis: Industry Versus Inferiority*
- *Developmental Tasks*
  - *Friendship*
  - *Family Influences on Social Competence*
  - *Three Lessons of Friendship*
- *Concrete Operations*
  - *Conservation*
  - *Classification Skills*
  - *Combinatorial Skills*
  - *Metacognition*
- *Skill Learning*
  - *Reading*
- *Self-Evaluation*
  - *Self-Efficacy*
  - *Social Expectations*
- *Team Play*
  - *Interdependence*
  - *Division of Labor*
  - *Competition*
  - *In-Group and Out-Group Attitudes*

### Applied Topic of Reading Research

- *School Sports*
- *Sex-Education*
- *Education Topics*
- *Cliques*
- *Media's Influence on Self-Esteem Development*

### *Early Adolescence (12-18 Years)*

- *The Psychosocial Crisis: Individual Identity Versus Identity Confusion*
- *Developmental Tasks*
  - *Autonomy from Parents*
  - *Gender Identity*
  - *Internalized Morality*
  - *Career Choice*

### Applied Topic of Reading Research

- *Career Decision-Making*
- *Attending College*
- *Leaving Home*

### *Early Adulthood (22-34 Years)*

- *The Psychosocial Crisis: Intimacy Versus Isolation*
- *Developmental Tasks*
  - *Exploring Intimate Relationships*
  - *Childbearing*
  - *Work*

### Applied Topic of Reading

- Divorce
- Step-parenting
- Children of Divorce
- Dual-Working Parents
- Parenthood

### *Middle Adulthood (34-60)*

- *The Psychosocial Crisis: Generativity Versus Stagnation*
- *Developmental Tasks*
  - *Managing a Career*
  - *Nurturing a Relationship*
  - *Exploring Caring Relationships*

### Applied Topic of Reading

- Discrimination in the Workplace
- Caring For One's Aging Parents
- Living Alone
- The Impact of Joblessness
- The Empty Nest Syndrome

### *Later Adulthood (60- 75)*

- *The Psychosocial Crisis: Integrity Versus Despair*
  - *Developmental Tasks*
  - *Promoting Intellectual Vigor*
  - *Redirecting Energy to New Roles and Activities*
  - *Accepting One's Life*
  - *Developing a Point of View About Death*

### Applied Topic of Reading

- Retirement
- Grand parenting
- Widowhood
- Grief and Bereavement
- Loss of Memory

### *Very Old Age (75-Death)*

- *The Psychosocial Crisis: Immortality Versus Extinction*
- *Developmental Tasks*
  - *Coping with the Physical Changes of Aging*
  - *Developing a Psychohistorical Perspective*
  - *Traveling Uncharted Territory: Life Structures of the Very Old*

### Applied Topic of Reading Research

- Death
- Meeting the Needs of the Frail Elderly

## **Evaluation Methods and Assignments**

- Each student will be responsible for teaching one selected chapter to the class.
- Each student will be responsible for applying information learned in each segment of study through outside reading research.
  - Each paper is identified for students under Applied Topic of Reading Research.
    - Topics identified are suggested, students may contact Ms. Spencer-Nelson if they have a topic they would like to research in that specific area of the life span. Topics outside those listed must be pre-approved before written and presented.
  - Each paper is expected to be typed and presented the last day of the date listed for that specific area of study.
  - Each paper is to include a complete bibliography of what material was researched for the paper presentation.
  - Each paper will be used as a test score for the unit of study. Each paper is expected to be 1 page in length.
  - Each student will do 8 of the 9 papers identified.
- Each student will be given points towards class participation
  - Attending Class
  - Class Discussion
  - Bringing Interesting Information for Discussion - dealing with topic at hand
- Each student will keep a portfolio of:
  - Notes for Each Stage of the Life Span
  - Psychosocial Crisis
  - Developmental Tasks
  - Developmental Charts
  - Research Articles
  - Research Paper Written Applied Topic
- Each student will complete a "Baby Think It Over Log" due the Monday the experience concludes.
- Semester test will require that the students keep the following:
  - Portfolio
    - Areas of key focus:
      - All notes taken in class
      - All handouts
      - All exams
    - I strongly suggest that you ORGANIZE after each chapter is over. Include the above items and a divider sheet that gives the following information:
      - Chapter Name and Number
      - Key points covered in the chapter
      - Key terms used in the chapter
  - Baby-Think-It-Over Log



