# Lifespan Development Course No. 45014 Credit: 0.5

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| **Student name:**  |  | **Graduation Date:** |  |

Pathways and CIP Codes:Family, Community & Consumer Services (44.0000); Early Childhood Development & Services (19.0709); Teaching and Training (13.0101); Government and Public Administration (44.0401)

Course Description: **Technical Level:** Life Span Development prepares students for occupations associated with meeting the needs of people by learning about physical, intellectual, emotional and social development from childhood to death. In addition, this course helps students discover how individuals respond to the various stages of the life span with a strong tie to teen years, adulthood and later years.

Directions:The following competencies are required for full approval of this course. Check the appropriate number to indicate the level of competency reached for learner evaluation.

**RATING SCALE:**

4. Exemplary Achievement: Student possesses outstanding knowledge, skills or professional attitude.

3. Proficient Achievement:Student demonstrates good knowledge, skills or professional attitude. Requires limited supervision.

2. Limited Achievement:Student demonstrates fragmented knowledge, skills or professional attitude. Requires close supervision.

1. Inadequate Achievement:Student lacks knowledge, skills or professional attitude.

0. No Instruction/Training:Student has not received instruction or training in this area.

## Benchmark 1: Analyze principles of human growth and development across the life span.

### Competencies

| **#** | **DESCRIPTION** | **RATING** |
| --- | --- | --- |
| 1.1 | Compare and contrast physical, emotional, social, and intellectual developmental theories (e.g. Levinson, Piaget, Vaillant, Neugarten, Erikson, Freud, Gardner, Pavlov etc.). |  |
| 1.2 | Examine interrelationships among physical, emotional, social, and intellectual aspects of human growth anddevelopment. |  |
| 1.3 | Analyze current and emerging research about human growth and development (including but not limited to brain development). |  |
| 1.4 | Examine the milestones of aging (i.e.. Peaking and declining PIES (physical, intellectual, emotional & social abilities). |  |
| 1.5 | Identify appropriate activities and expectations for lifespan development, including those with mental and developmental physical difficulties. |  |
| 1.6 | Analyze the effects of change and transitions over the life course.  |  |

## Benchmark 2: Analyze conditions that influence human growth and development across the lifespan.

### Competencies

| **#** | **DESCRIPTION** | **RATING** |
| --- | --- | --- |
| 2.1 | Compare and contrast the effect of heredity and environment on human growth and development through the lifespan. |  |
| 2.2 | Evaluate the impact of social, economic, and technological forces on individual growth and development through the years. |  |
| 2.3 | Analyze the effects of gender, ethnicity and culture on meeting the needs of individuals in families, communities and at the workplace. |  |
| 2.4 | Analyze the influences of life events on an individuals' physical, intellectual/cognitive,emotional, social, and moral development. |  |
| 2.5 | Analyze geographic, political, and global influences on human growth and developmentacross the lifespan.. |  |

## **NOTE: IF HUMAN GROWTH AND DEVELOPMENT: THE EARLY YEARS (45004) IS TAUGHT, BENCHMARK 3.0 AND ITS RELATED COMPETENCIES SHOULD BE TAUGHT.**

## Benchmark 3: Evaluate strategies that promote lifespan development.

### Competencies

| **#** | **DESCRIPTION** | **RATING** |
| --- | --- | --- |
| 3.1 | Evaluate the role of nurturance on life span development. |  |
| 3.2 | Analyze the role of communication on life span development through the aging process. |  |
| 3.3 | Analyze the social support services available to meet human needs. |  |

## **NOTE: IF HUMAN GROWTH AND DEVELOPMENT: THE EARLY YEARS (45004) IS NOT TAUGHT, BENCHMARK 4.0 AND ITS RELATEDCOMPETENCIES SHOULD BE INCORPORATED INTO LIFESPAN DEVELOPMENT (45014).**

## Benchmark 4: Analyze the determinants involved in meeting the needs of children and adolescents.

### Competencies

| **#** | **DESCRIPTION** | **RATING** |
| --- | --- | --- |
| 4.1 | Identify and analyze the physical, emotional, social, and intellectual needs of children andeffective strategies for meeting them, including age-appropriate activities, toys, andresources. |  |
| 4.2 | Evaluate the impact of unmet needs on a child’s overall development and well-being,including the role of nurturing relationships and positive reinforcement. |  |
| 4.3 | Identify safety, health, and wellness considerations and their significance in promotingholistic child development, including those with special needs. |  |
| 4.4 | Examine the roles of parents and childcare providers in fostering growth, highlightingtheir shared and distinct responsibilities. |  |
| 4.5 | Assess the effects of life events and environmental conditions on child-caregiverrelationships and strategies for fostering resilience and stability. |  |
| 4.6 | Analyze developmental milestones in relation to parental and caregiver expectations,and evaluate how communication supports these milestones. |  |
| 4.7 | Evaluate the role of family structures, healthy parental relationships, and social servicesupport systems in addressing the holistic needs of children. |  |
| 4.8 | Assess appropriate childcare options and external resources that ensure quality careand development outside of the home. |  |

## Benchmark 5: ANALYZE THE DETERMINANTS INVOLVED IN MEETING THE NEEDS OF ADULTS AND THE ELDERLY.

### Competencies

| **#** | **DESCRIPTION** | **RATING** |
| --- | --- | --- |
| 5.1 | Identify the physical, intellectual, emotional, and social needs of the elderly and how tomeet them. |  |
| 5.2 | Investigate the impact if PIES (Physical, Intellectual, Emotional, Social) needs are unmet inthe senior citizens and special needs communities. |  |
| 5.3 | Analyze processes for building and maintaining interpersonal relationships across thelifespan. |  |
| 5.4 | Determine the role of family vs role of the adult care provider in meeting the needs ofthe elderly or special needs adults. |  |
| 5.5 | Compare and contrast housing options to meet needs (e.g. dorm, multi-family homes,single family homes, age-in place, nursing home). |  |

## Benchmark 6: Enhance career readiness through practicing skills appropriately.

### Competencies

| **#** | **DESCRIPTION** | **RATING** |
| --- | --- | --- |
| 6.1 | Demonstrate collaborative skills with an emphasis on inter-generational connections.  |  |
| 6.2 | Implement effective communication skills with an emphasis on inter-generational connections.  |  |
| 6.3 | Enhance development of 21st century process skills (e.g. critical thinking, creativity, goal setting, problem solving, decision making, leadership, management, cooperation). |  |
| 6.4 | Determine how science and technological advances are influencing individuals across the lifespan. |  |
| 6.5 | Recognize that human service providers have an impact on the national economy and global community. |  |
| 6.6 | Examine the legal and licensing aspects in meeting the needs of those in need of care (e.g. children, elderly, special needs populations, the homeless). |  |
| 6.7 | Use technology to advocate for the quality care of people. |  |
| 6.8 | Summarize education, training, certifications and responsibilities of individuals engaged in human services careers(e.g. Social work, teacher, family therapy and childcare provider, social services director, foster care, juvenile intervention officers, early childcare center directors, home care directors, elderly care/health care providers). |  |
| 6.9 | Identify benefits of professional organizations to the human services related professional (e.g. AAFCS, NAEYC, AGS, AAPD, NTACT, NFPA). |  |

I certify that the student has received training in the areas indicated.

Instructor Signature:

For more information, contact:

CTE Pathways Help Desk

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