# Life Span Development Course No. 45014 Credit: 0.5

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

Pathways and CIP Codes:Family, Community & Consumer Services (19.0799); 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 and development. |  |
| 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 individuals' physical, emotional, social, moral and cognitive development. |  |
| 2.5 | Analyze geographic, political, and global influences on lifespan development. |  |

## 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. |  |

## Benchmark 4: Analyze the determinants involved in meeting the needs of adults and the elderly.

### Competencies

| **#** | **DESCRIPTION** | **RATING** |
| --- | --- | --- |
| 4.1 | Identify the physical, emotional, social and intellectual needs of the elderly and how to meet them. |  |
| 4.2 | Investigate the impact if PIES (Physical, Intellectual, Emotional, Social) needs are unmet in the senior citizens and special needs communities. |  |
| 4.3 | Analyze processes for building and maintaining interpersonal relationships across the lifespan. |  |
| 4.4 | Determine the role of family vs role of the adult care provider in meeting the needs of the elderly or special needs adults. |  |
| 4.5 | Compare and contrast housing options to meet needs (e.g. dorm, multi-family homes, single family homes, age-in place, nursing home). |  |

## Benchmark 5: Enhance career readiness through practicing skills appropriately.

### Competencies

| **#** | **DESCRIPTION** | **RATING** |
| --- | --- | --- |
| 5.1 | Demonstrate collaborative skills with an emphasis on inter-generational connections. |  |
| 5.2 | Implement effective communication skills with an emphasis on inter-generational connections. |  |
| 5.3 | Enhance development of 21st century process skills (e.g. critical thinking, creativity, goal setting, problem solving, decision making, leadership, management, cooperation). |  |
| 5.4 | Determine how science and technological advances are influencing individuals across the lifespan. |  |
| 5.5 | Recognize that human service providers have an impact on the national economy and global community. |  |
| 5.6 | 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). |  |
| 5.7 | Use technology to advocate for the quality care of people. |  |
| 5.8 | 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). |  |
| 5.9 | Identify benefits of professional organizations to the human services related professional (e.g. AAFCS, NAEYC, AGS, AAPD, NTACT, NFPA). |  |

## Benchmark 6: Click or tap here to enter text.

### Competencies

| **#** | **DESCRIPTION** | **RATING** |
| --- | --- | --- |
| 6.1 |  |  |
| 6.2 |  |  |
| 6.3 |  |  |
| 6.4 |  |  |
| 6.5 |  |  |

## Benchmark 7: Click or tap here to enter text.

### Competencies

| **#** | **Description** | **RATING** |
| --- | --- | --- |
| 7.1 |  |  |
| 7.2 |  |  |
| 7.3 |  |  |
| 7.4 |  |  |
| 7.5 |  |  |

## Benchmark 8: Click or tap here to enter text.

### Competencies

| **#** | **Description** | **RATING** |
| --- | --- | --- |
| 8.1 |  |  |
| 8.2 |  |  |
| 8.3 |  |  |
| 8.4 |  |  |
| 8.5 |  |  |

## Benchmark 9: Click or tap here to enter text.

### Competencies

| **#** | **Description** | **Rating** |
| --- | --- | --- |
| 9.1 |  |  |
| 9.2 |  |  |
| 9.3 |  |  |
| 9.4 |  |  |
| 9.5 |  |  |

## Benchmark 10: Click or tap here to enter text.

### Competencies

| **#** | **Description** | **rating** |
| --- | --- | --- |
| 10.1 |  |  |
| 10.2 |  |  |
| 10.3 |  |  |
| 10.4 |  |  |
| 10.5 |  |  |

## Benchmark 11: Click or tap here to enter text.

### Competencies

| **#** | **Description** | **Rating** |
| --- | --- | --- |
| 11.1 |  |  |
| 11.2 |  |  |
| 11.3 |  |  |
| 11.4 |  |  |
| 11.5 |  |  |

## Benchmark 12: Click or tap here to enter text.

### Competencies

| **#** | **Description** | **Rating** |
| --- | --- | --- |
| 12.1 |  |  |
| 12.2 |  |  |
| 12.3 |  |  |
| 12.4 |  |  |
| 12.5 |  |  |

## Benchmark 13: Click or tap here to enter text.

### Competencies

| **#** | **Description** | **Rating** |
| --- | --- | --- |
| 13.1 |  |  |
| 13.2 |  |  |
| 13.3 |  |  |
| 13.4 |  |  |
| 13.5 |  |  |

## Benchmark 14: Click or tap here to enter text.

### Competencies

| **#** | **Description** | **Rating** |
| --- | --- | --- |
| 14.1 |  |  |
| 14.2 |  |  |
| 14.3 |  |  |
| 14.4 |  |  |
| 14.5 |  |  |

## Benchmark 15: Click or tap here to enter text.

### Competencies

| **#** | **Description** | **Rating** |
| --- | --- | --- |
| 15.1 |  |  |
| 15.2 |  |  |
| 15.3 |  |  |
| 15.4 |  |  |
| 15.5 |  |  |

## Benchmark 16: Click or tap here to enter text.

### Competencies

| **#** | **Description** | **Rating** |
| --- | --- | --- |
| 16.1 |  |  |
| 16.2 |  |  |
| 16.3 |  |  |
| 16.4 |  |  |
| 16.5 |  |  |

## Benchmark 17: Click or tap here to enter text.

### Competencies

| **#** | **Description** | **Rating** |
| --- | --- | --- |
| 17.1 |  |  |
| 17.2 |  |  |
| 17.3 |  |  |
| 17.4 |  |  |
| 17.5 |  |  |

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

Instructor Signature:

For more information, contact:

CTE Pathways Help Desk

(785) 296-4908

[pathwayshelpdesk@ksde.org](mailto:pathwayshelpdesk@ksde.org)



900 S.W. Jackson Street, Suite 102

Topeka, Kansas 66612-1212

[https://www.ksde.org](https://www.ksde.org/)

The Kansas State Department of Education does not discriminate on the basis of race, color, national origin, sex, disability or age in its programs and activities and provides equal access to any group officially affiliated with the Boy Scouts of America and other designated youth groups. The following person has been designated to handle inquiries regarding the nondiscrimination policies: KSDE General Counsel, Office of General Counsel, KSDE, Landon State Office Building, 900 S.W. Jackson, Suite 102, Topeka, KS 66612, (785) 296-3201.