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Change Type	Current Location	Original Text	Updated Text
Editorial Change	Human Developmental Theories Slide 60	School-age Stage Is considered an extremely social stage of development in which teachers and peers play an important role if children are encouraged and reinforced for their initiatives, they begin to feel confident in their ability to achieve goals if children are restricted by parents or teachers, they begin to feel inferior, doubting their abilities to be successful	School-age Stage Is considered an extremely social stage of development in which teachers and peers play an important role if children are encouraged and reinforced for their initiatives, they begin to feel confident in their ability to achieve goals
Editorial Change	Human Developmental Theories Slide 61	Adolescent Stage Occurs between the ages of 12 and 18 years Deals with learning identity versus role confusion has the basic virtue of fidelity Focuses on exploring independence in order to develop a sense of self Involves individuals exploring possibilities, forming their own identity and learning the roles they will hold as adults	Adolescent Stage Occurs between the ages of 12 and 18 years Deals with identity versus role confusion has the basic virtue of fidelity identity can be formed from one's interests, values and goals role confusion arises if adolescents are not provided enough opportunities to identify their role in the world or their future Focuses on exploring independence to develop a sense of self and personal identity
Editorial Change	Human Developmental Theories Slide 63	Young Adult Stage Occurs between the ages of 18 to 35 Deals with learning intimacy and solidarity versus isolation has the main virtue of love Involves individuals seeking companionship and love	Young Adult Stage Occurs between the ages of 18 to 35 Deals with learning intimacy and relationship building versus isolation has the main virtue of love Involves individuals seeking codependent bonds, strong relationships, companionship and love inability to form intimate relationships can lead to isolation and loneliness
Editorial Change	Human Developmental Theories Slide 70	Popular Human Developmental Theories Include: Sigmund Freud Robert Havighurst Daniel Levinson George Vaillant Lawrence Kohlberg	Popular Human Developmental Theories Include: Robert Havighurst Daniel Levinson George Vaillant

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Editorial Change	Human Developmental Theories Slides 71-72	Sigmund Freud Was an Austrian physician who specialized in nervous and mental diseases Lived from 1856-1939 Developed the psychoanalytical theory which states early childhood experiences influence lifelong behavior Argued human behavior is the result of the interactions among three component parts of the mind id primitive instinct component of personality ego decision making component of personality superego values and morals component of personality	Deleted slides
Editorial Change	Human Developmental Theories Slide 73	Psychoanalytical Development Refers to the process of growth and development of the biological components of personality development of unconscious impulses, anxieties and internal conflicts the unconscious exposes the true feelings, emotions and thoughts of an individual	Deleted slide
Editorial Change	Human Developmental Theories Slide 74	Psychoanalytical Theory States personality develops during childhood and is critically shaped through a series of psychosexual changes, which he called his psychosexual theory of development	Deleted slide
Editorial Change	Human Developmental Theories Slide 73, previously 77	Developmental Tasks Task: Infancy & Early Childhood (birth to 5 years) Description: Learning to walk, learning to control bodily wastes, learning to talk, learning to form relationships with family members; Task: Middle Childhood (six to 12 years) Description: Learning physical skills for playing games, developing school-related skills such as reading, writing and counting, developing conscience and values, attaining independence; Task: Adolescence (13 to 18 years) Description: Establishing emotional independence from parents, equipping self with skills needed for productive occupation, achieving gender-based social role, establishing mature relationships with peers of both sexes	Developmental Tasks Task: Infancy & Early Childhood (birth to 5 years) Description: Learning to walk, learning to control bodily wastes, learning to talk, learning to form relationships with family members; Task: Middle Childhood (six to 12 years) Description: Learning physical skills for playing games, developing school-related skills such as reading, writing and counting, developing conscience and values, attaining independence; Task: Adolescence (13 to 18 years) Description: Establishing emotional independence from parents, equipping self with skills needed for productive occupation, establishing mature relationships with peers

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Editorial Change	Human Developmental Theories Slide 74, previously 78	Developmental Tasks Task: Early Adulthood (19 to 30 years) Description: Choosing a partner, establishing a family, managing a home, establishing a career; Task: Middle Age (31 to 60 years) Description: Maintaining economic standard of living, performing civic and social responsibilities, relating to spouse as a person, adjusting to physiological changes; Task: Later Maturity (over 60 years) Description: Adjusting to deteriorating health and physical strength, adjusting to retirement, meeting social and civil obligations, adjusting to death or loss of spouse	Developmental Tasks Task: Early Adulthood (19 to 30 years) Description: Establishing a family, managing a home, establishing a career; Task: Middle Age (31 to 60 years) Description: Maintaining economic standard of living, performing civic and social responsibilities, relating to spouse as a person, adjusting to physiological changes; Task: Later Maturity (over 60 years) Description: Adjusting to deteriorating health and physical strength, adjusting to retirement, meeting social and civil obligations, adjusting to death or loss of spouse
Editorial Change	Human Developmental Theories Slide 81, previously 85	Lawrence Kohlberg Was an American psychologist born in Bronxville, New York Lived from 1927-1987 Believed individuals progress through stages of moral development just as they progress through stages of cognitive development Is best known for his theory of moral development which consists of three levels and six stages	Deleted slide
Editorial Change	Human Developmental Theories Slide 82, previously 86	Level One-Pre-conventional Morality Applies to younger children which do not have a personal code of morality moral code is shaped by standards of adults Stage: Stage One Obedience & Punishment Description: Individuals gain motivation to avoid punishment and may lack independent moral reasoning; Stage: Stage Two Individualism & Exchange Description: Individuals are focused on fulfilling self-interests, while acknowledging different people have different views	Deleted slide
Editorial Change	Human Developmental Theories Slide 83, previously 87	Level Two-Conventional Morality Applies to most adolescents and adults which begin to adopt the moral standards of adult role models Stage: Stage Three Good Interpersonal Relationships Description: Individuals emphasize the importance of being kind to others and engage in good behavior in order to be seen as a good person; Stage: Stage Four Law & Order Description: Individuals become aware of and obey rules society in order to uphold the law	Deleted slide

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Editorial Change	Human Developmental Theories Slide 84, previously 88	Level Three-Post-conventional Morality Applies to adults principles and morals are based on individual rights and justice Stage: Stage Five Social Contract & Individual Rights Description: Individuals focus on doing what is best for society and respecting individual rights: Stage Six Universal Principle Description: Individuals have developed their own set of moral guidelines and are prepared to defend these principles	Deleted slide
Editorial Change	Human Developmental Theories Action Plan	Class 5 slide count: This segment is 20 slides long.	Class 5 slide count: This segment is 12 slides long.
Editorial Change	Human Developmental Theories Check for Understanding IV-Additional Theories Answer Key and Student Version, Questions 1-3	1. Which of the following was an Austrian physician who specialized in nervous and mental diseases? Sigmund Freud George Vaillant Daniel Levinson Lawrence Kohlberg 2. The Psychoanalytic theory refers to the process of growth and development of the biological components of personality. True False 3. Lawrence Kohlberg is best known for his theory on which of the following? Intimacy development Moral development Biological development Cognitive development	1. Which of the following worked on atom structure and published numerous papers on physics and chemistry before shifting careers to work with experimental education? A. Robert Havighurst B. George Vaillant C. Daniel Levinson D. Jean Piaget 2. The theory of development tasks refers to the process of developmental skills, knowledge and attitudes being acquired at certain points in an adolescent's life through physical maturity, social expectations and personal effort. A. True B. False 3. Daniel Levinson contributed to the founding of the field of which of the following? A. Development tasks B. Positive adult development C. Biological development D. Cognitive development

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Editorial Change	Human Developmental Theories Final Assessment Answer Key and Student Version, Questions 5, 8-9	5. Which of the following did Sigmund Freud develop? Hierarchy of needs Developmental tasks of adolescence Eight stages of psychosocial development Psychosexual development theory 8. The primitive instinct component of personality defines which of the following? Ego Id Superego Integrity 9. Which of the following consists of three levels and six stages? Hierarchy of needs Psychoanalytical theory Theory of moral development Developmental task theory	5. Daniel Levinson is best known for his theory on which of the following? A. Development tasks B. Seasons of life C. Biological development D. Cognitive development 8. Match the following stages to/their descriptions. Description: Deals with learning basic trust versus basic mistrust Term: Infancy Stage; Description: Deals with learning industry versus inferiority Term: School-age Stage; Description: Deals with learning initiative versus guilt Term: Preschool Stage; Description: Deals with learning about autonomy versus shame Term Early Childhood Stage, word bank: Early childhood stage, infancy stage, preschool stage, school-age stage 9. Maria is a 16-year-old high school student. She is faced with a complex problem of choosing extracurricular activities and volunteer work that will serve her future, but she needs to keep her part-time job to pay for her car and fuel. She does not have enough time in her schedule for all her desired activities, volunteer work and part-time job. Therefore, she is speculating about the solutions to her scheduling problem. Which of the following stages is Maria participating in? A. Preoperational B. Sensorimotor C. Formal operational D. Concrete operational

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Editorial Change	Human Developmental Theories Final Assessment Answer Key and Student Version, Questions 17-18	17. Which of the following theories states personality develops during childhood and is critically shaped through a series of psychosocial changes? Psychoanalytical Moral development Cognitive development Hierarchy of needs 18. Fill in the blanks using the word bank provided below. Lawrence Kohlberg believed individuals progressed through stages of moral development just as they progress through stages of cognitive development and is best known for his theory of moral development consisting of three levels and six stages. Word bank: moral, theory, three	17. Place the following hierarchy of needs levels in the correct order. 5Self-actualization 3Love and Belonging 1Physiological Needs 4Self-esteem 2Security Needs 18. Match the following stages to/their descriptions. Description: Deals with identity versus role confusion Term: Adolescent Stage; Description: Deals with learning integrity versus despair Term: Late Adulthood Stage; Description: Deals with learning intimacy and relationship building versus isolation Term Young Adult Stage; Description: Deals with learning generativity versus stagnation Term: Middle-aged Adult Stage, word bank: Adolescent stage, late adulthood stage, middle-aged adult stage, young adult stage
Editorial Change	Human Developmental Theories Lesson Plan	Slide count: 88 slides; Class 5 slide count: This segment is 20 slides long.	Slide count: 80 slides; Class 5 slide count: This segment is 12 slides long.
Editorial Change	Human Developmental Theories Key Concepts Answer Key and Student Version	Erikson's Eight Stages of Development (Part 3) •Includes: -adolescent: 12 to 18 years •focuses on exploring independence to develop a sense of self •exploring possibilities, forming their own identity and learning the role they will hold as an adult -young adult: 18 to 35 years •involves individuals seeking companionship and love •the need to form intimate, loving relationships with other people -middle-aged adult: 40 to 65 years •learning generativity versus stagnation •focuses on career and family •establishing stability -late adulthood: over the age of 65 •learning integrity versus despair •focuses on looking back on life and feeling fulfillment	Erikson's Eight Stages of Development (Part 3) •Includes: -adolescent: 12 to 18 years •identity versus role confusion •focuses on exploring independence to develop a sense of self and personal identity -young adult: 18 to 35 years •intimacy and relationship building versus isolation •involves individuals seeking companionship and love -middle-aged adult: 40 to 65 years •learning generativity versus stagnation •focuses on career and family •establishing stability -late adulthood: over the age of 65 •learning integrity versus despair •focuses on looking back on life and feeling fulfillment

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Editorial Change	Human Developmental Theories Key Concepts Answer Key and Student Version	Sigmund Freud •Was an Austrian physician who specialized in nervous and mental diseases •Argued human behavior is the result of the interactions among three component parts of the mind -id: primitive instinct -ego: decision making -superego: values and morals •Studied psychoanalytical development -the process of growth and development of the biological components of personality •Developed the psychoanalytical theory -states personality develops during childhood and is critically shaped through a series of psychosexual changes, which he called his psychosexual theory of development	Deleted
Editorial Change	Human Developmental Theories Key Concepts Answer Key and Student Version	Havighurst's Developmental Tasks •Include: infancy and early childhood: birth to 5 years •learn to walk, talk and form relationships with family members -middle childhood: six to 12 years •developing physical skills, school-related skills such as reading, writing and counting, conscience and values and attaining independence -adolescence: 13 to 18 years •establishing emotional independence, gender-based role in society, mature relationships and learning occupational skills -early adulthood: 19 to 30 years •establishing a career, choosing a partner, making a family and home -middle age: 31 to 60 years •performing civic and social responsibilities and adjusting to physiological changes -later maturity: over 60 years •adjusting to deteriorating health, physical strength, retirement and loss of a spouse	Havighurst's Developmental Tasks •Include: infancy and early childhood: birth to 5 years •learn to walk, talk and form relationships with family members -middle childhood: six to 12 years •developing physical skills, school-related skills such as reading, writing and counting, conscience and values and attaining independence -adolescence: 13 to 18 years •establishing emotional independence, mature relationships and learning occupational skills -early adulthood: 19 to 30 years •establishing a career, making a family and home -middle age: 31 to 60 years •performing civic and social responsibilities and adjusting to physiological changes -later maturity: over 60 years •adjusting to deteriorating health, physical strength, retirement and loss of a spouse

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Editorial Change	Human Developmental Theories Key Concepts Answer Key and Student Version	Lawrence Kohlberg •Was an American psychologist •Believed individuals progress through stages of moral development like they progress through stages of cognitive development •Proposed the theory of moral development, which consists of three levels and six stages -pre-conventional morality applies to younger children, whose moral code is shaped by standards of adults •stage one: obedience and punishment •stage two: individualism and exchange -conventional morality: applies to adolescents and adults which begin to adopt the moral standards of adult role models •stage three: good interpersonal relationships •stage four: law and order -post-conventional morality applies to adults •principles and morals are based on individual rights and justice •stage five: social contract and individual rights •stage six: universal principle	Deleted
Editorial Change	Prenatal Care Action Plan	Objective 4 4.To summarize common procedures expectant individuals will experience during prenatal visits. Class 1 EQ 2-changed 2. How does consistent prenatal care and health practices benefit the pregnant individual and the developing fetus? Class 1 EQ 3-changed 3. Why is it important for pregnant individuals to decide on a birthing plan prior to their delivery date?	Objective 4 4.To summarize common procedures expectant mothers will experience during prenatal visits. Class 1 EQ 2-changed 2. How does consistent prenatal care and health practices benefit the pregnant mother and the developing fetus? Class 1 EQ 3-changed 3. Why is it important for pregnant mothers to decide on a birthing plan prior to their delivery date?
Editorial Change	Prenatal Care Activity-Proper Nutrition During Pregnancy	Direction 1 and 2 1. Using available resources, research recommended nutrition and meal planning strategies for pregnant individuals. pregnant individuals should only add 300 calories per day during the second and third	Direction 1 and 2 1. Using available resources, research recommended nutrition and meal planning strategies for pregnant mothers. pregnant mothers should only add 300 calories per day during the second and third trimesters

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Editorial Change			
	Prenatal Care Assessment Answer Key and Student Version	Question 1 A. To prevent pregnant individuals from gaining too much weight B. To optimize an individual's health before pregnancy D. To optimize the health of individuals after childbirth Question 8 In the first trimester, the individual should have an initial visit with a healthcare practitioner. Question 11 Which of the following is considered the first day of an individual's pregnancy? Question 15 Delivering in a hospital is the only labor and delivery option for pregnant individuals. Question 16 the pregnant individual needs to make healthy choices and stay aware of any health issues Question 18 Pre-eclampsia is a major issue in pregnancy which can cause seizures in the pregnant individual. Question 19 A. It is important during pregnancy for individuals to regularly have their blood pressure and weight gain monitored C. Pregnant individuals should monitor how they feel and go in for prenatal visits only when problems arise D. The purpose of prenatal care is to guard the health of the fetus and the individual	Question 1 A. To prevent pregnant mothers from gaining too much weight B. To optimize a mother's health before pregnancy D. To optimize the health of women after childbirth Question 8 In the first trimester, the woman should have an initial visit with a healthcare practitioner. Question 11 Which of the following is considered the first day of a woman's pregnancy? Question 15 Delivering in a hospital is the only labor and delivery option for pregnant women. Question 16 the pregnant woman needs to make healthy choices and stay aware of any health issues Question 18 Pre-eclampsia is a major issue in pregnancy which can cause seizures in the pregnant woman. Question 19 A. It is important during pregnancy for women to regularly have their blood pressure and weight gain monitored C. Pregnant women should monitor how they feel and go in for prenatal visits only when problems arise D. The purpose of prenatal care is to guard the health of the fetus and the mother

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Editorial Change	Prenatal Care Key Concepts Answer Key and Student Version	Essential Questions 2-3 2. How does consistent prenatal care and health practices benefit the pregnant individual and the developing fetus? 3. Why is it important for pregnant individuals to decide on a birthing plan prior to their delivery date? Is designed to help optimize both the health and well-being of the developing fetus and the pregnant individual factors such as the pregnant individual's weight and psychological stress may affect the baby's chances of childhood obesity, heart disease, diabetes, cancers, depression and anxiety most individuals learn of their pregnancy at about four weeks pregnancy dating is based off of the individual's last normal menstrual cycle Requires pregnant individuals to recognize complications with the pregnancy and signs of preterm labor	Essential Questions 2-3 2. How does consistent prenatal care and health practices benefit the pregnant woman and the developing fetus? 3. Why is it important for pregnant women to decide on a birthing plan prior to their delivery date? Is designed to help optimize both the health and well-being of the developing fetus and the pregnant individual factors such as thewoman's weight and psychological stress may affect the baby's chances of childhood obesity, heart disease, diabetes, cancers, depression and anxiety most women learn of their pregnancy at about four weeks pregnancy dating is based off of the woman's last normal menstrual cycle Requires women to recognize complications with the pregnancy and signs of preterm labor pregnant women maintaining proper nutrition and water
Editorial Change	Prenatal Care Lesson Plan	Objective 4 4. To summarize common procedures expectant individuals will experience during prenatal visits. Essential Questions 2-3 2. How does consistent prenatal care and health practices benefit the pregnant individual and the developing fetus? 3. Why is it important for pregnant individuals to decide on a birthing plan prior to their delivery date?	Objective 4 4. To summarize common procedures expectant women will experience during prenatal visits. Essential Questions 2-3 2. How does consistent prenatal care and health practices benefit the pregnant woman and the developing fetus? 3. Why is it important for pregnant women to decide on a birthing plan prior to their delivery date?
Editorial Change	Prenatal Care Project-A Beginner's Guide to Pregnancy	Direction 2 2. The brochure should consist of at least six panels and be targeted toward first-time pregnant individuals.	Direction 2 2. The brochure should consist of at least six panels and be targeted toward first-time pregnant women.

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Editorial Change	Prenatal Care Student Handout-Nutrition and Pregnancy	Maintaining a diet composed of fruits, vegetables, whole grains, lean meats and dairy products provide individuals with the recommended dietary allowance of vitamins and minerals for proper reproductive functioning. Individuals considering becoming pregnant should begin making healthy changes three months to a year before conception. In addition to a healthy diet, many healthcare practitioners encourage individuals to take supplements to increase the probability of obtaining all needed nutrients. Typically, an individual will need to consume an extra 300 calories per day during pregnancy. The daily requirement of calcium is approximately 1,000 to 1,300 milligrams depending on the age of the pregnant individual. Calcium helps regulate fluids in the pregnant individual's body and promotes the building of healthy bones in the developing fetus. Iron helps increase the pregnant individual's blood volume and prevents anemia. Experts recommended pregnant individuals include a 400 microgram supplement of folic acid each day in addition to eating folate rich foods, such as leafy vegetables, asparagus and bananas.	Maintaining a diet composed of fruits, vegetables, whole grains, lean meats and dairy products provide women with the recommended dietary allowance of vitamins and minerals for proper reproductive functioning. Women considering becoming pregnant should begin making healthy changes three months to a year before conception. In addition to a healthy diet, many healthcare practitioners encourage women to take supplements to increase the probability of obtaining all needed nutrients. Typically, a woman will need to consume an extra 300 calories per day during pregnancy. The daily requirement of calcium is approximately 1,000 to 1,300 milligrams depending on the age of the pregnant woman. Calcium helps regulate fluids in the pregnant woman's body and promotes the building of healthy bones in the developing fetus. Iron helps increase the pregnant woman's blood volume and prevents anemia. Experts recommended pregnant women include a 400 microgram supplement of folic acid each day in addition to eating folate rich foods, such as leafy vegetables, asparagus and bananas. The daily requirements for Vitamin C is between 80 and 85 milligrams during pregnancy depending
Editorial Change	Prenatal Care Vocabulary Handout	blood test used to evaluate the overall health of an individual and detect a wide range of disorders, including anemia, infection and leukemia medical doctor who is qualified to practice in the branch of medical science concerned with pregnant individuals and childbirth medical doctor who is qualified to practice in the set of interventions which aim to identify and modify biomedical, behavioral and social risks to an individual's health or pregnancy outcome through prevention care provided during pregnancy designed to optimize the health and well-being of the baby	blood test used to evaluate the overall health of a woman and detect a wide range of disorders, including anemia, infection and leukemia medical doctor who is qualified to practice in the branch of medical science concerned with pregnant women and childbirth set of interventions which aim to identify and modify biomedical, behavioral and social risks to a woman's health or pregnancy outcome through prevention care provided during pregnancy designed to optimize the health and well-being of the baby and the pregnant woman

School-Age Stage

- Is considered an extremely social stage of development in which teachers and peers play an important role
  - if children are encouraged and reinforced for their initiatives, they begin to feel confident in their ability to achieve goals

Adolescent Stage

- Occurs between the ages of 12 and 18 years
- Deals with identity versus role confusion
  - has the basic virtue of fidelity
    - identity can be formed from one's interests, values and goals
    - role confusion arises if adolescents are not provided enough opportunities to identify their role in the world or their future
- Focuses on exploring independence
  - to develop a sense of self and personal identity

Young Adult Stage

- Occurs between the ages of 18 to 35
- Deals with learning intimacy and relationship building versus isolation
  - has the main virtue of love
- Involves individuals seeking codependent bonds, strong relationships, companionship and love
  - inability to form intimate relationships can lead to isolation and loneliness

Popular Human Developmental Theorists

- Include:
  - Robert Havighurst
  - Daniel Levinson
  - George Vaillant

Developmental Tasks

Task	Description
Infancy & Early Childhood (birth to 5 years)	• Learning to walk • Learning to control bodily wastes • Learning to talk • Learning to form relationships with family members
Middle Childhood (six to 12 years)	• Learning physical skills for playing games • Developing school-related skills such as reading, writing and counting • Developing conscience and values • Attaining independence
Adolescence (13 to 18 years)	• Establishing emotional independence from parents • Equipping self with skills needed for productive occupation • Establishing mature relationships with peers

Developmental Tasks

Task	Description
Early Adulthood (19 to 30 years)	• Establishing a family • Managing a home • Establishing a career
Middle Age (31 to 60 years)	• Maintaining economic standard of living • Performing civic and social responsibilities • Relating to spouse as a person • Adjusting to physiological changes
Later Maturity (over 60 years)	• Adjusting to deteriorating health and physical strength • Adjusting to retirement • Meeting social and civil obligations • Adjusting to death or loss of spouse

Human Developmental Theories

Lesson Overview

Objectives:

1. To identify factors affecting personal development.
2. To understand various concepts relating to human development.
3. To analyze various theories of biological, cognitive, emotional, moral and psychosocial development.

Class 1

Essential Questions:

1. What is the purpose of a human developmental theory?
2. What needs motivate people, according to Maslow's theory of the Hierarchy of Needs?

Step 1: Think about the question, "what is the purpose of a human developmental theory" and write down your answer.

Step 2: Access the **Action Plan**, **Vocabulary Handout** and **Key Concepts**.

- The **Action Plan** lays out a list of tasks for you to complete during the lesson.
- The **Vocabulary Handout** is a list of terms used throughout the lesson.
- The **Key Concepts** is an outline which identifies the main ideas presented in the lesson which you can fill in to aid in note taking during the lesson.

Step 3: View slides 1 to 16 of the ***Introduction*** PowerPoint® segment.

- This portion of the segment is 16 slides long.
- Be sure to utilize the **Key Concepts** for this segment of the lesson.

Step 4: Return to the question posed at the beginning of class and evaluate you answer based on the information in the presentation. Turn in your response before leaving class.

Class 2

Essential Questions:

1. What is the purpose of a human developmental theory?
2. What needs motivate people, according to Maslow's theory of the Hierarchy of Needs?

Step 1: Brainstorm human needs and participate in a discussion of the various types of needs.

Step 2: View slides 17 to 31 of the ***Introduction*** PowerPoint® segment.

- This portion of the segment is 15 slides long.
- Be sure to utilize the **Key Concepts** for this segment of the lesson.

Step 3: Complete the **Introduction Check for Understanding**.

- This Check for Understanding is a short review of the content presented in the segment.

Step 4: Complete the **Maslow's Hierarchy of Needs Diagram Activity**.

- Correctly label the Maslow's Hierarchy of Needs diagram according to the information in the presentation.

Step 5: Begin the **Human Development Research Activity**.

- With a partner, investigate three methods of human developmental research and participate in a class discussion.

Step 6: Turn in the **Maslow's Hierarchy of Needs Activity** before leaving class.

Class 3

Essential Questions:

1. What role do family members, friends, teachers and caregivers play in an individual's cognitive development?
2. Why might the sensorimotor stage in Jean Piaget's theory of children's mental growth have six substages?

Step 1: Write down which human developmental research method you deem most effect and least effective.
Step 2: View the ***Cognitive Development*** PowerPoint® segment.
- This segment is 16 slides long.
- Be sure to utilize the **Key Concepts** for this segment of the lesson.

Step 3: Complete the **Cognitive Development Check for Understanding**.
- This Check for Understanding is a short review of the content presented in the segment.

Step 4: Complete the **Human Development Research Activity**.
- With a partner, investigate three methods of human developmental research and participate in a class discussion.

Step 5: Turn in your responses from the beginning of class.

Class 4

Essential Questions:
1. What factors might affect an individual's psychosocial development?
2. Why might the infancy stage be the stage in psychosocial development in which trust is learned?

Step 1: Think about the word "psychosocial" and define the term in your own words.
Step 2: View the ***Psychosocial Development*** PowerPoint® segment.
- This segment is 21 slides long.
- Be sure to utilize the **Key Concepts** for this segment of the lesson.

Step 3: Complete the **Psychosocial Development Check for Understanding**.
- This Check for Understanding is a short review of the content presented in the segment.

Step 4: Participate in the **Psychosocial Block Game Activity**.
- Play a block game and discuss the connection between the game and Erikson's psychosocial developmental theory.

Step 5: Begin the **Developmental Theories Visual Project**.
- In groups of three or four, create a visual to illustrate how developmental theories identify and explain human growth, development, learning and behavior for a specific life stage.

Step 6: Help clean up the block game before leaving class.

Class 5

Essential Questions:
1. Which human developmental theory might be used to analyze the cause of human behavior?
2. How does an individual's moral development compare to their cognitive development?

Step 1: In groups of two, discuss three things you have learned from the lesson so far which you found interesting.
Step 2: View the ***Additional Theories*** PowerPoint® segment.
- This segment is 12 slides long.
- Be sure to utilize the **Key Concepts** for this segment of the lesson.

Step 3: Complete the **Additional Theories Check for Understanding**.
- This Check for Understanding is a short review of the content presented in the segment.

Step 4: Continue the **Developmental Theories Visual Project**.

- In groups of three or four, create a visual to illustrate how developmental theories identify and explain human growth, development, learning and behavior for a specific life stage.

Step 5: Provide a progress report on your project.

Class 6

Step 1: Review your notes for the Final Assessment.

Step 2: Complete the **Human Developmental Theories Final Assessment**.

- The Final Assessment is a comprehensive assessment covering material throughout the entire lesson.

Step 3: Complete the **Developmental Theories Visual Project**.

- In groups of three or four, create a visual to illustrate how developmental theories identify and explain human growth, development, learning and behavior for a specific life stage.

Step 4: Turn in the project.

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Additional Theories Check for Understanding Answer Key

Directions:
Answer the following questions.

1. Which of the following worked on atom structure and published numerous papers on physics and chemistry before shifting careers to work with experimental education?
   A. Robert Havighurst
   B. George Vaillant
   C. Daniel Levinson
   D. Jean Piaget

2. The theory of development tasks refers to the process of developmental skills, knowledge and attitudes being acquired at certain points in an adolescent's life through physical maturity, social expectations and personal effort.
   A. True
   B. False

3. Daniel Levinson contributed to the founding of the field of which of the following?
   A. Development tasks
   B. Positive adult development
   C. Biological development
   D. Cognitive development

4. In Vaillant's life tasks, the _____ is a description of the task of Becoming Keeper of the Meaning.
   A. Passing on of traditions
   B. Forming identity
   C. Separating from parents
   D. Expanding personality

5. How many seasons of life are identified in Daniel Levinson's theory?
   A. Five
   B. Six
   C. Seven
   D. Eight

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Additional Theories Check for Understanding

Directions:
Answer the following questions.

1. Which of the following worked on atom structure and published numerous papers on physics and chemistry before shifting careers to work with experimental education?
    A. Robert Havighurst
    B. George Vaillant
    C. Daniel Levinson
    D. Jean Piaget

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    A. True
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    D. Cognitive development

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    C. Separating from parents
    D. Expanding personality

5. How many seasons of life are identified in Daniel Levinson's theory?
    A. Five
    B. Six
    C. Seven
    D. Eight

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Human Developmental Theories Final Assessment Answer Key

Directions:
Answer the following questions.

1. How many levels are in the Hierarchy of Needs?
    A. Seven
    B. Five
    C. Three
    D. Nine

2. _____ refers to the process of growth in intelligence, thought and problem solving.
    A. Psychosocial development
    B. Intimacy development
    C. Emotional development
    D. Maturity development

3. In Havighurst's adolescence tasks an individual achieves which of the following?
    A. Emotional dependence
    B. Acceptance of bodily change
    C. Emotional independence
    D. Rejection of bodily change

4. Erikson believed newborns feel conflict between which of the following?
    A. Identity versus inferiority
    B. Initiative versus guilt
    C. Trust versus mistrust
    D. Identity versus role confusion

5. Daniel Levinson is best known for his theory on which of the following?
    A. Development tasks
    B. Seasons of life
    C. Biological development
    D. Cognitive development

6. Which method of observation examines the relationship between variables in which researchers do not have control over the variables?
    A. Correlational
    B. Rating scales
    C. Checklists
    D. Longitudinal

7. How many stages of children's mental growth did Jean Piaget identify?
   A. One
   B. Two
   C. Three
   D. Four

8. Match the following stages to the/their descriptions.

Description	Term
Deals with learning basic trust versus basic mistrust	**Infancy Stage**
Deals with learning industry versus inferiority	**School-age Stage**
Deals with learning initiative versus guilt	**Preschool Stage**
Deals with learning about autonomy versus shame	**Early Childhood Stage**

Early Childhood Stage	Infancy Stage	Preschool Stage	School-age Stage

9. Maria is a 16-year-old high school student. She is faced with a complex problem of choosing extracurricular activities and volunteer work that will serve her future, but she needs to keep her part-time job to pay for her car and fuel. She does not have enough time in her schedule for all her desired activities, volunteer work and part-time job. Therefore, she is speculating about the solutions to her scheduling problem. Which of the following stages is Maria participating in?
   A. Preoperational
   B. Sensorimotor
   C. Formal operational
   D. Concrete operational

10. Which of the following did David Maslow develop?
   A. Hierarchy of needs
   B. Developmental tasks of adolescence
   C. Sociocultural theory
   D. Psychosexual development theory

11. Mark the following statements as True or False.

Theoretical perspectives are sets of assumptions used to explain various issues or occurrences in development.	**T** or F
Theoretical perspectives bring attention to particular features which contributes to better understanding.	**T** or F
Theoretical perspectives are established facts which explain issues or occurrences in development.	T or **F**

12. Which of the following stages in Jean Piaget's theory of cognitive development occurs from ages 11 to 16 years and involves adolescents learning how to think more abstractly to solve problems?
    A. Concrete operational
    B. Formal operational
    C. Preoperational
    D. Early adulthood

13. _____ is the state of reaching natural growth and development.
    A. Maturity
    B. Andragogy
    C. Pedagogy
    D. Generativity

14. Which of the following is a common concept used in human developmental theories?
    A. Maturity
    B. Andragogy
    C. Pedagogy
    D. All of the choices are correct

15. Cognitive development refers to the process of growth in intelligence, thought and problem-solving and includes the work of Erik Erikson.
    A. True
    B. False

16. Match the following types of maturity to their descriptions.

Description	Term
development of feelings about oneself and others	**Emotional**
year-by-year progression of age	**Chronological**
pursuit of academic development and knowledge	**Intellectual**
physical body development and growth	**Physical**

Chronological	Emotional	Intellectual	Physical

17. Place the following hierarchy of needs levels in the correct order.
    5 Self-actualization
    3 Love and Belonging
    1 Physiological Needs
    4 Self-esteem
    2 Security Needs

18. Match the following stages to the/their descriptions.

Description	Term
Deals with identity versus role confusion	**Adolescent Stage**
Deals with learning integrity versus despair	**Late Adulthood Stage**
Deals with learning intimacy and relationship building versus isolation	**Young Adult Stage**
Deals with learning generativity versus stagnation	**Middle-aged Adult Stage**

Adolescent Stage	Late Adulthood Stage	Middle-aged Adult Stage	Young Adult Stage

19. _____ founded the field of positive adult development.
A. Daniel Levinson
B. Sigmund Freud
C. Jean Piaget
D. Abraham Maslow

20. Which of the following statements about andragogy and pedagogy are true?
Andragogy defines how children learn
Andragogy explains adults learn through internally motivating
Pedagogy relates to the methods and practices used to teach children
Pedagogy states children learning depends on the instructor
Self-evaluation is characteristic of the andragogical approach

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Human Developmental Theories Final Assessment

Directions:
Answer the following questions.

1. How many levels are in the Hierarchy of Needs?
    A. Seven
    B. Five
    C. Three
    D. Nine

2. _____ refers to the process of growth in intelligence, thought and problem solving.
    A. Psychosocial development
    B. Intimacy development
    C. Emotional development
    D. Maturity development

3. In Havighurst's adolescence tasks an individual achieves which of the following?
    A. Emotional dependence
    B. Acceptance of bodily change
    C. Emotional independence
    D. Rejection of bodily change

4. Erikson believed newborns feel conflict between which of the following?
    A. Identity versus inferiority
    B. Initiative versus guilt
    C. Trust versus mistrust
    D. Identity versus role confusion

5. Daniel Levinson is best known for his theory on which of the following?
    A. Development tasks
    B. Seasons of life
    C. Biological development
    D. Cognitive development

6. Which method of observation examines the relationship between variables in which researchers do not have control over the variables?
    A. Correlational
    B. Rating scales
    C. Checklists
    D. Longitudinal

7. How many stages of children's mental growth did Jean Piaget identify?
    A. One
    B. Two
    C. Three
    D. Four

8. Match the following stages to the/their descriptions.

Description	Term
Deals with learning basic trust versus basic mistrust	
Deals with learning industry versus inferiority	
Deals with learning initiative versus guilt	
Deals with learning about autonomy versus shame	

Early Childhood Stage	Infancy Stage	Preschool Stage	School-age Stage

9. Maria is a 16-year-old high school student. She is faced with a complex problem of choosing extracurricular activities and volunteer work that will serve her future, but she needs to keep her part-time job to pay for her car and fuel. She does not have enough time in her schedule for all her desired activities, volunteer work and part-time job. Therefore, she is speculating about the solutions to her scheduling problem. Which of the following stages is Maria participating in?
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    B. Sensorimotor
    C. Formal operational
    D. Concrete operational

10. Which of the following did David Maslow develop?
    A. Hierarchy of needs
    B. Developmental tasks of adolescence
    C. Sociocultural theory
    D. Psychosexual development theory

11. Mark the following statements as True or False.

Theoretical perspectives are sets of assumptions used to explain various issues or occurrences in development.	T or F
Theoretical perspectives bring attention to particular features which contributes to better understanding.	T or F
Theoretical perspectives are established facts which explain issues or occurrences in development.	T or F

12. Which of the following stages in Jean Piaget's theory of cognitive development occurs from ages 11 to 16 years and involves adolescents learning how to think more abstractly to solve problems?
    A. Concrete operational
    B. Formal operational
    C. Preoperational
    D. Early adulthood

13. _____ is the state of reaching natural growth and development.
    A. Maturity
    B. Andragogy
    C. Pedagogy
    D. Generativity

14. Which of the following is a common concept used in human developmental theories?
    A. Maturity
    B. Andragogy
    C. Pedagogy
    D. All of the choices are correct

15. Cognitive development refers to the process of growth in intelligence, thought and problem-solving and includes the work of Erik Erikson.
    A. True
    B. False

16. Match the following types of maturity to their descriptions.

Description	Term
development of feelings about oneself and others	
year-by-year progression of age	
pursuit of academic development and knowledge	
physical body development and growth	

Chronological	Emotional	Intellectual	Physical

17. Place the following hierarchy of needs levels in the correct order.
    _ Self-actualization
    _ Love and Belonging
    _ Physiological Needs
    _ Self-esteem
    _ Security Needs

18. Match the following stages to the/their descriptions.

Description	Term

Deals with identity versus role confusion	
Deals with learning integrity versus despair	
Deals with learning intimacy and relationship building versus isolation	
Deals with learning generativity versus stagnation	

Adolescent Stage	Late Adulthood Stage	Middle-aged Adult Stage	Young Adult Stage

19. _____ founded the field of positive adult development.
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    Andragogy explains adults learn through internally motivating
    Pedagogy relates to the methods and practices used to teach children
    Pedagogy states children learning depends on the instructor
    Self-evaluation is characteristic of the andragogical approach

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Human Developmental Theories Key Concepts Answer Key

Introduction

Essential Questions

1. What is the purpose of a human developmental theory?
2. What needs motivate people, according to Maslow's theory of the Hierarchy of Needs?

Developmental Theories

- Provide a set of **principles** and concepts describing human **growth**, development and learning
- Focus on the systematic and **patterned** changes experienced by individuals moving through **life**
- Provide a **framework** for learning about human growth, development and how knowledge is acquired
- Create bases for future research

Maturity

- Is the state of reaching **natural** growth and development
- Includes:
  - **chronological**: year-by-year progression of age
  - physical: physical **body** development and growth
  - emotional: development of **feelings** about oneself and others
  - intellectual: pursuit of **academic** development and knowledge and knowledge **application**

Malcolm Knowles

- Attempted to document the **differences** between how adults and children **learn**
- Proposed **andragogy** and pedagogy
  - andragogy is the methods used in teaching **adults**
    - internal motivation
    - **self-direction**
    - bringing life experiences and knowledge to learning experience
  - **pedagogy** is the methods used in teaching children
    - dependence upon **instructor**
    - experience driven

Theoretical Perspectives

- Are **sets** of assumptions used to explain various issues or occurrences in **human** development
- Focus on specific **aspects** of human behavior and development and seek to **understand** them

Research Methods (Part 1)

- Are used to **track** human development
- Examine changes in topics such as **motor** skills, cognitive development, emotional **development** and identity
- Include:
  - **observational** research: researcher observes ongoing behavior
    - study individuals in **natural** settings or situations, typically without their **knowledge** of being observed
  - cross-sectional research: monitoring **different** groups of people of different ages
  - longitudinal research: studying the same group of individuals over a **long** period of time
    - allows study of **changes** over time

Research Methods (Part 2)

- correlational research: study the **relationship** of two or more variables
  - researcher does not have **control** over variables
- **experimentation**: manipulation and measurement of variables
  - typically provides the most **valid** results
- case studies: **in-depth** analysis of a particular individual
  - often used in **clinical** research

Abraham Maslow

- Studied human developmental **needs**
  - remain **consistent** across different cultures and time periods
  - understood as a system, with all needs being **interrelated** and interactive
- Assumed human **nature** was good, and it is **essential** to continually fulfill needs
- Believed people with **balanced** needs live healthy lives and denying needs leads to **illness**
- Developed a **hierarchy** of needs

Maslow's Hierarchy of Needs

- Is a five-stage description of what **motivates** people
- Includes:
  - level one: **physiological** needs

    - food, water and oxygen which must be met for **survival**
  - level two: security needs
    - feel **safe** and secure
  - level three: love and belonging
    - give and receive love and escape **loneliness**
  - level four: **self-esteem**
    - to have self-respect and **respect** for others
  - level five: self-actualization
    - "finding your **calling**"
    - Maslow believed **few** people reached this level

Cognitive Development

Essential Questions

1. What role do family members, friends, teachers and caregivers play in an individual's cognitive development?
2. Why might sensorimotor stage in Jean Piaget's theory of children's mental growth have six substages?

Cognitive Development

- Refers to the processes of **growth** and change in intellectual or **mental** abilities across the lifespan
- Draws on **social-emotional**, language, motor and perceptual experiences and abilities
- Is **dependent** upon **parents**, family members, friends, teachers and caregivers
  - these individuals provide a **healthy** examples for future relationships to be based upon

Jean Piaget (Part 1)

- French psychologist whose research in psychology and genetic **epistemology** led to the goal of discovering how **knowledge** grows
  - epistemology refers to the **philosophical** study of human knowledge
- First published his cognitive developmental theory in **1952**
  - included **decades** of extensive research of children, including his, in their natural environments

Jean Piaget (Part 2)

- Identified four stages of children's mental growth:
  - **sensorimotor**: birth to approximately two years
    - is the time when **children** use their senses and motor abilities to learn about their **environment** and manipulate their surroundings

    - includes six substages of specific developmental milestones
  - preoperational: ages two through seven
    - demonstrate **intelligence** through symbols, matured language and developing **memory** and imagination
  - concrete operational: ages seven to 11
    - more **logical** thought processes
  - formal operational: ages 11 to 16
    - adolescents learn how to think more **abstractly** to solve problems

Piaget's Theory

- States cognitive development remains relatively **steady** throughout early, middle and late **adulthood**
  - formal operational thinking continues through adulthood
- Includes stages of adulthood:
  - **early** adulthood:
    - time of **relativistic** thinking, in which individuals begin to look at ideas and concepts from **multiple** angles
  - middle adulthood
    - thinking is dependent upon **accumulated** knowledge and **experience** gathered throughout life
  - late adulthood
    - thinking involves **acquired** wisdom, experience and knowledge
    - may involve a **decline** in mental abilities

Psychosocial Development

Essential Questions

1. What factors might affect an individual's psychosocial development?
2. Why might the infancy stage be the stage in psychosocial development in which trust is learned?

Erik Erikson

- Studied psychosocial development
  - the process of growth in **intelligence**, thought and problem-solving
- Was a German **psychoanalyst** who made contributions to child development and **identity** crisis
- Became interested in **culture** and society's influential role in child development
  - began to formulate theories by studying Native American children
- Developed **eight** stages of psychosocial development in **1965**

- based stages on years of experience dealing with a **variety** of people of different **ages**, social and economic levels
- proposed each stage had to be **completed** before moving to the next

Erikson's Eight Stages of Development (Part 1)

- Spanned from birth to **death**
- Includes:
  - infancy: birth to 18 months
    - basic trust versus mistrust
    - infants look to caregivers for **stability** and consistency of care
  - early **childhood** stage: 18 months to **three** years
    - building **self-esteem** and autonomy as they learn new skills and right from wrong
    - involves allowing children to make their own **choices** and decisions

Erikson's Eight Stages of Development (Part 2)

- Includes:
  - **preschool** stage: three to five years
    - children regularly interacting with other children, using **play** to build interpersonal skills
    - developing **initiative** while developing self-concept
  - school-age: six to 11 years
    - learning, creating and **accomplishing** numerous **new** skills and knowledge and a sense of industry
    - extremely **social** stage in which teachers and peers play an important role

Erikson's Eight Stages of Development (Part 3)

- Includes:
  - **adolescent**: 12 to 18 years
    - **identity** versus role confusion
    - focuses on exploring **independence** to develop a sense of self and personal identity
  - **young** adult: 18 to 35 years
    - intimacy and relationship building versus **isolation**
    - involves individuals seeking companionship and **love**
  - middle-aged adult: 40 to 65 years
    - learning **generativity** versus stagnation
    - focuses on career and family
    - establishing **stability**

- late adulthood: over the age of 65
  - learning **integrity** versus despair
  - focuses on looking back on life and feeling **fulfillment**

Additional Theories

Essential Questions

1. Which human developmental theory might be used to analyze the cause of human behavior?
2. How does an individual's moral development compare to their cognitive development?

Robert Havighurst

- Worked on **atom** structure and published numerous papers on physics and chemistry between 1924 and 1927
- Shifted careers to work with experimental education in **1928**
- Developed the theory of **developmental** tasks stating developmental skills, knowledge and **attitudes** are acquired at certain points in an individual's life through **physical** maturity, social expectations and personal **effort**
  - includes **eight** developmental tasks addressing adolescent growth and development

Havighurst's Developmental Tasks

- Include:
  - infancy and early childhood: birth to 5 years
    - learn to **walk**, talk and form relationships with family members
  - **middle** childhood: six to 12 years
    - developing physical skills, school-related skills such as reading, writing and counting, **conscience** and values and attaining independence
  - adolescence: 13 to 18 years
    - establishing emotional **independence**, mature relationships and learning **occupational** skills
  - early **adulthood**: 19 to 30 years
    - establishing a career, making a family and home
  - middle age: 31 to 60 years
    - performing civic and social **responsibilities** and adjusting to physiological changes
  - later maturity: over 60 years
    - adjusting to **deteriorating** health, physical strength, retirement and loss of a spouse

Daniel Levinson (Part 1)

- Graduated from Yale as a psychologist
- Contributed to the founding of the field of **positive** adult development
- Developed the **Seasons** of Life theory, which identified seven stages of growth occurring into the adult years
  - stage one: early adult transition (ages 17-22)
    - making choices about adult life, **separating** from family, completing education or starting work
  - stage two: entering the **adult** world (ages 22-28)
    - making concrete decisions concerning occupation, friendships, values, morals and **lifestyles**

Daniel Levinson (Part 2)

  - stage three: age 30 transitions (28-30)
    - experiencing **life** structure changes such as marriage or children and possible stressful crises
  - stage four: settling down (ages 33-40)
    - establishing **routine** and progress on future goals
  - stage five: mid-life transition (ages 40-45)
    - **evaluating** life and experiencing drastic changes
  - stage six: entering middle adulthood (ages 45-50)
    - making future decisions such as **retirement**
  - stage seven: late adulthood (over 60 years)
    - beginning to **reflect** on life and decisions

George Vaillant

- Is an American psychiatrist and a professor at Harvard University
- Focused his career on researching and charting **adult** development
- Identified six adult life tasks:
  - task one: developing an **identity**
  - task two: development of intimacy
    - maintaining a sense of **self**
  - task three: **career** consolidation
    - expanding personal identity and finding a career
  - task four: **generativity**
    - becoming unselfish
  - task five: becoming keeper of the **meaning**
    - passing **traditions** to the next generation
  - task six: achieving integrity
    - achieving a sense of peace and **unity** with respect to life and the world

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Human Developmental Theories Key Concepts

Introduction

Essential Questions

1. What is the purpose of a human developmental theory?
2. What needs motivate people, according to Maslow's theory of the Hierarchy of Needs?

Developmental Theories

- Provide a set of _____ and concepts describing human _____, development and learning
- Focus on the systematic and _____ changes experienced by individuals moving through _____
- Provide a _____ for learning about human growth, development and how knowledge is acquired
- Create bases for future research

Maturity

- Is the state of reaching _____ growth and development
- Includes:
  - _____: year-by-year progression of age
  - physical: physical _____ development and growth
  - emotional: development of _____ about oneself and others
  - intellectual: pursuit of _____ development and knowledge and knowledge _____

Malcolm Knowles

- Attempted to document the _____ between how adults and children _____
- Proposed _____ and pedagogy
  - andragogy is the methods used in teaching _____
    - internal motivation
    - _____
    - bringing life experiences and knowledge to learning experience
  - _____ is the methods used in teaching children
    - dependence upon _____
    - experience driven

Theoretical Perspectives

- Are _____ of assumptions used to explain various issues or occurrences in _____ development

- Focus on specific _____ of human behavior and development and seek to _____ them

Research Methods (Part 1)

- Are used to _____ human development
- Examine changes in topics such as _____ skills, cognitive development, emotional _____ and identity
- Include:
  - _____ research: researcher observes ongoing behavior
    - study individuals in _____ settings or situations, typically without their _____ of being observed
  - cross-sectional research: monitoring _____ groups of people of different ages
  - longitudinal research: studying the same group of individuals over a _____ period of time
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  - correlational research: study the _____ of two or more variables
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  - _____: manipulation and measurement of variables
    - typically provides the most _____ results
  - case studies: _____ analysis of a particular individual
    - often used in _____ research

Abraham Maslow

- Studied human developmental _____
  - remain _____ across different cultures and time periods
  - understood as a system, with all needs being _____ and interactive
- Assumed human _____ was good, and it is _____ to continually fulfill needs
- Believed people with _____ needs live healthy lives and denying needs leads to _____
- Developed a _____ of needs

Maslow's Hierarchy of Needs

- Is a five-stage description of what _____ people
- Includes:
  - level one: _____ needs
    - food, water and oxygen which must be met for _____

- level two: security needs
  - feel _____ and secure
- level three: love and belonging
  - give and receive love and escape _____
- level four: _____
  - to have self-respect and _____ for others
- level five: self-actualization
  - "finding your _____"
  - Maslow believed _____ people reached this level

Cognitive Development

Essential Questions

1. What role do family members, friends, teachers and caregivers play in an individual's cognitive development?
2. Why might sensorimotor stage in Jean Piaget's theory of children's mental growth have six substages?

Cognitive Development

- Refers to the processes of _____ and change in intellectual or _____ abilities across the lifespan
- Draws on _____, language, motor and perceptual experiences and abilities
- Is _____ upon _____, family members, friends, teachers and caregivers
  - these individuals provide a _____ examples for future relationships to be based upon

Jean Piaget (Part 1)

- French psychologist whose research in psychology and genetic _____ led to the goal of discovering how _____ grows
  - epistemology refers to the _____ study of human knowledge
- First published his cognitive developmental theory in _____
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  - _____: birth to approximately two years
    - is the time when _____ use their senses and motor abilities to learn about their _____ and manipulate their surroundings
    - includes six substages of specific developmental milestones

- preoperational: ages two through seven
  - demonstrate _____ through symbols, matured language and developing _____ and imagination
- concrete operational: ages seven to 11
  - more _____ thought processes
- formal operational: ages 11 to 16
  - adolescents learn how to think more _____ to solve problems

Piaget's Theory

- States cognitive development remains relatively _____ throughout early, middle and late _____
  - formal operational thinking continues through adulthood
- Includes stages of adulthood:
  - _____ adulthood:
    - time of _____ thinking, in which individuals begin to look at ideas and concepts from _____ angles
  - middle adulthood
    - thinking is dependent upon _____ knowledge and _____ gathered throughout life
  - late adulthood
    - thinking involves _____ wisdom, experience and knowledge
    - may involve a _____ in mental abilities

Psychosocial Development

Essential Questions

1. What factors might affect an individual's psychosocial development?
2. Why might the infancy stage be the stage in psychosocial development in which trust is learned?

Erik Erikson

- Studied psychosocial development
  - the process of growth in _____, thought and problem-solving
- Was a German _____ who made contributions to child development and _____ crisis
- Became interested in _____ and society's influential role in child development
  - began to formulate theories by studying Native American children
- Developed _____ stages of psychosocial development in _____
  - based stages on years of experience dealing with a _____ of people of different _____, social and economic levels

- proposed each stage had to be _____ before moving to the next

Erikson's Eight Stages of Development (Part 1)

- Spanned from birth to _____
- Includes:
  - infancy: birth to 18 months
    - basic trust versus mistrust
    - infants look to caregivers for _____ and consistency of care
  - early _____ stage: 18 months to _____ years
    - building _____ and autonomy as they learn new skills and right from wrong
    - involves allowing children to make their own _____ and decisions

Erikson's Eight Stages of Development (Part 2)

- Includes:
  - _____ stage: three to five years
    - children regularly interacting with other children, using _____ to build interpersonal skills
    - developing _____ while developing self-concept
  - school-age: six to 11 years
    - learning, creating and _____ numerous _____ skills and knowledge and a sense of industry
    - extremely _____ stage in which teachers and peers play an important role

Erikson's Eight Stages of Development (Part 3)

- Includes:
  - _____: 12 to 18 years
    - _____ versus role confusion
    - focuses on exploring _____ to develop a sense of self and personal identity
  - _____ adult: 18 to 35 years
    - intimacy and relationship building versus _____
    - involves individuals seeking companionship and _____
  - middle-aged adult: 40 to 65 years
    - learning _____ versus stagnation
    - focuses on career and family
    - establishing _____
  - late adulthood: over the age of 65

- learning _____ versus despair
- focuses on looking back on life and feeling _____

Additional Theories

Essential Questions

1. Which human developmental theory might be used to analyze the cause of human behavior?
2. How does an individual's moral development compare to their cognitive development?

Robert Havighurst

- Worked on _____ structure and published numerous papers on physics and chemistry between 1924 and 1927
- Shifted careers to work with experimental education in _____
- Developed the theory of _____ tasks stating developmental skills, knowledge and _____ are acquired at certain points in an individual's life through _____ maturity, social expectations and personal _____
  - includes _____ developmental tasks addressing adolescent growth and development

Havighurst's Developmental Tasks

- Include:
  - infancy and early childhood: birth to 5 years
    - learn to _____, talk and form relationships with family members
  - _____ childhood: six to 12 years
    - developing physical skills, school-related skills such as reading, writing and counting, _____ and values and attaining independence
  - adolescence: 13 to 18 years
    - establishing emotional _____, mature relationships and learning _____ skills
  - early _____: 19 to 30 years
    - establishing a career, making a family and home
  - middle age: 31 to 60 years
    - performing civic and social _____ and adjusting to physiological changes
  - later maturity: over 60 years
    - adjusting to _____ health, physical strength, retirement and loss of a spouse

Daniel Levinson (Part 1)

- Graduated from Yale as a psychologist
- Contributed to the founding of the field of _____ adult development
- Developed the _____ of Life theory, which identified seven stages of growth occurring into the adult years
  - stage one: early adult transition (ages 17-22)
    - making choices about adult life, _____ from family, completing education or starting work
  - stage two: entering the _____ world (ages 22-28)
    - making concrete decisions concerning occupation, friendships, values, morals and _____

Daniel Levinson (Part 2)

  - stage three: age 30 transitions (28-30)
    - experiencing _____ structure changes such as marriage or children and possible stressful crises
  - stage four: settling down (ages 33-40)
    - establishing _____ and progress on future goals
  - stage five: mid-life transition (ages 40-45)
    - _____ life and experiencing drastic changes
  - stage six: entering middle adulthood (ages 45-50)
    - making future decisions such as _____
  - stage seven: late adulthood (over 60 years)
    - beginning to _____ on life and decisions

George Vaillant

- Is an American psychiatrist and a professor at Harvard University
- Focused his career on researching and charting _____ development
- Identified six adult life tasks:
  - task one: developing an _____
  - task two: development of intimacy
    - maintaining a sense of _____
  - task three: _____ consolidation
    - expanding personal identity and finding a career
  - task four: _____
    - becoming unselfish
  - task five: becoming keeper of the _____
    - passing _____ to the next generation
  - task six: achieving integrity

- achieving a sense of peace and _____ with respect to life and the world

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Prenatal Care

Lesson Overview

Objectives:

1. To evaluate the importance of quality prenatal care.
2. To summarize the trimesters of pregnancy.
3. To analyze reasons for medical care prior to and during pregnancy.
4. To summarize common procedures expectant mothers will experience during prenatal visits.

Class 1

Essential Questions:

1. What is the purpose of prenatal care?
2. How does consistent prenatal care and health practices benefit the pregnant mother and the developing fetus?
3. Why is it important for pregnant mothers to decide on a birthing plan prior to their delivery date?

Step 1: Think about the question, "what is the purpose of prenatal care" and write down your answer.
Step 2: Access the **Action Plan**, **Vocabulary Handout** and **Key Concepts**.

- The **Action Plan** lays out a list of tasks for you to complete during the lesson.
- The **Vocabulary Handout** is a list of terms used throughout the lesson.
- The **Key Concepts** is an outline which identifies the main ideas presented in the lesson which you can fill in to aid in note taking during the lesson.

Step 3: View the ***Prenatal Care*** video segment.

- This video is 17 minutes long.
- Be sure to utilize the **Key Concepts** for this segment of the lesson.

Step 4: Begin the **Technology & Prenatal Care Activity**.

- Research prenatal testing and answer questions related to the topic.

Step 5: Turn in your responses from the beginning of class.

Class 2

Step 1: Review the **Nutrition & Pregnancy Student Handout**.

- The handout provides additional content for the lesson.

Step 2: Complete the **Technology & Prenatal Care Activity**.

- Research prenatal testing and answer questions related to the topic.

Step 3: Begin the **Proper Nutrition During Pregnancy Activity**.

- Research prenatal nutrition and create a seven day prenatal meal plan.

Step 4: Turn in the **Technology & Prenatal Care Activity**.

Class 3

Step 1: Complete the **Proper Nutrition During Pregnancy Activity**.

- Research prenatal nutrition and create a seven day prenatal meal plan.

Step 2: Begin the **A Beginner's Guide to Pregnancy Project**.

- Conduct research to create a brochure outlining basic pregnancy information.

Step 3: Provide a progress report on the project. Ask any questions relating to the project.

Class 4

Step 1: Continue the **A Beginner's Guide to Pregnancy Project**.

- Conduct research to create a brochure outlining basic pregnancy information.

Step 2: Provide a progress update on the project.

Class 5

Step 1: Review for the Assessment.
Step 2: Complete the **Prenatal Care Assessment**.

- The Final Assessment is a comprehensive assessment covering material throughout the entire lesson.

Step 3: Share your **A Beginner's Guide to Pregnancy Project**.

- Conduct research to create a brochure outlining basic pregnancy information.

Step 4: Participate in a discussion about the lesson as a whole. Share something you enjoyed, disliked, learned or thought was interesting from the lesson.

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Proper Nutrition During Pregnancy

Activity Overview:

You will research prenatal nutrition and create a seven day prenatal meal plan.

Directions:

1. Using available resources, research recommended nutrition and meal planning strategies for pregnant mothers.

2. Create a seven day prenatal meal plan. Your plan should include the following:
   - Recommended daily servings of each food group
   - Number of suggested calories
     - pregnant mothers should only add 300 calories per day during the second and third trimesters
   - A list of vitamins and minerals each food provides

3. Attach a citation sheet listing all sources used.

4. Once complete, submit your activity according to your instructor's directions.

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Prenatal Care Assessment

Directions:
Answer the following questions.

1. Which of the following was the original purpose for prenatal care?
    A. To prevent pregnant mothers from gaining too much weight
    B. To optimize a mother's health before pregnancy
    C. To prevent pre-term births
    D. To optimize the health of women after childbirth

2. _____ occurs when the level of glucose in the blood drops below normal.
    A. Hypoglycemia
    B. Diabetes
    C. Hypertension
    D. Hypothyroidism

3. Which of the following professionals is trained in both nursing and midwifery?
    A. Certified professional midwife
    B. Family practice doctor
    C. Obstetrician
    D. Certified nurse midwife

4. Folic acid reduces the risk of birth defects of the brain and spinal cord.
    A. True
    B. False

5. Which of the following examines overall health and detects a wide range of disorders?
    A. Homocysteine
    B. Chorionic Villi Sampling
    C. Complete Blood Count (CBC)
    D. Ultrasound

6. The first trimester of pregnancy covers the time of conception to _____ weeks.
    A. 10
    B. 27
    C. 37
    D. 13

7. When does the neural tube in an embryo close?
    A. During the second trimester
    B. Two weeks after the baby is born

C. 21 weeks after conception
D. 28 days after conception

8. Fill in the blanks using the word bank provided below.
In the first trimester, the woman should have an _____ visit with a healthcare practitioner. The visit will include personal and family health and lifestyle questions, such as general health, _____ and obstetric history. Personal questions will include information about family history, social practices and _____ systems.

initial	menstrual	support

9. At the end of the second week of pregnancy an embryo becomes a fetus.
A. True
B. False

10. Which of the following questions will individuals be asked during prenatal visits?
A. Work history
B. Social history
C. Educational history
D. Financial history

11. Which of the following is considered the first day of a woman's pregnancy?
A. The first day of their last normal menstrual cycle
B. The day they find out they are pregnant
C. The date of conception
D. The first day they experience pregnancy symptoms

12. Mark the following statements as True or False.

The first trimester of pregnancy is one of the most important trimesters.	T or F
Early on in pregnancy, there is a one in 10 chance of miscarrying.	T or F
It is important to schedule an appointment with a healthcare practitioner as early in the pregnancy as possible.	T or F

13. Which of the following tests are done within the second trimester?
A. Rh blood test
B. Glucose tolerance screen
C. Gestational diabetes screen
D. All the choices are correct

14. Kacey just found out she is pregnant. She is not showing yet. She has a business trip coming up soon. Which of the following describes how Kacey should prepare for traveling while pregnant?
A. She should inform all relevant persons she is pregnant

B. She should cancel the trip
C. She should carry on as if nothing were different and not inform others of her pregnancy
D. She should get her glucose levels tested

15. Delivering in a hospital is the only labor and delivery option for pregnant women.
A. True
B. False

16. Match the following trimesters to their descriptions.

Description	Term
the movements of the fetus need to be monitored; the pregnant woman needs to make healthy choices and stay aware of any health issues; prenatal visits should be scheduled every two weeks; decisions regarding birthing plans should be made	
folic acid highly recommended; initial visit with health practitioner; the fertilized ovum becomes an embryo; prenatal panel is completed	
continuing to make healthy choices; get RhoGAM shot if needed; glucose tolerance and gestational diabetes screens	

First trimester	Second trimester	Third trimester

17. A fetus is considered full-term at 40 weeks.
A. True
B. False

18. _____ is a major issue in pregnancy which can cause seizures in the pregnant woman.
A. Pre-eclampsia
B. Diabetes
C. Pertussis
D. Anemia

19. Which of the following statements is NOT true about prenatal care?
A. It is important during pregnancy for women to regularly have their blood pressure and weight gain monitored
B. Prenatal care should begin as soon as possible
C. Pregnant women should monitor how they feel and go in for prenatal visits only when problems arise
D. The purpose of prenatal care is to guard the health of the fetus and the mother

20. Approximately _____ percent of pregnancies in the United States are unintended.
    A. 20
    B. 80
    C. 35
    D. 50

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Prenatal Care Assessment Answer Key

Directions:
Answer the following questions.

1. Which of the following was the original purpose for prenatal care?
    A. To prevent pregnant mothers from gaining too much weight
    B. To optimize a mother's health before pregnancy
    C. To prevent pre-term births
    D. To optimize the health of women after childbirth

2. _____ occurs when the level of glucose in the blood drops below normal.
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    B. Diabetes
    C. Hypertension
    D. Hypothyroidism

3. Which of the following professionals is trained in both nursing and midwifery?
    A. Certified professional midwife
    B. Family practice doctor
    C. Obstetrician
    D. Certified nurse midwife

4. Folic acid reduces the risk of birth defects of the brain and spinal cord.
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    B. False

5. Which of the following examines overall health and detects a wide range of disorders?
    A. Homocysteine
    B. Chorionic Villi Sampling
    C. Complete Blood Count (CBC)
    D. Ultrasound

6. The first trimester of pregnancy covers the time of conception to _____ weeks.
    A. 10
    B. 27
    C. 37
    D. 13

7. When does the neural tube in an embryo close?
    A. During the second trimester
    B. Two weeks after the baby is born

C. 21 weeks after conception
D. 28 days after conception

8. Fill in the blanks using the word bank provided below.
In the first trimester, the woman should have an **initial** visit with a healthcare practitioner. The visit will include personal and family health and lifestyle questions, such as general health, **menstrual** and obstetric history. Personal questions will include information about family history, social practices and **support** systems.

initial	menstrual	support

9. At the end of the second week of pregnancy an embryo becomes a fetus.
A. True
B. False

10. Which of the following questions will individuals be asked during prenatal visits?
A. Work history
B. Social history
C. Educational history
D. Financial history

11. Which of the following is considered the first day of a woman's pregnancy?
A. The first day of their last normal menstrual cycle
B. The day they find out they are pregnant
C. The date of conception
D. The first day they experience pregnancy symptoms

12. Mark the following statements as True or False.

The first trimester of pregnancy is one of the most important trimesters.	**T** or F
Early on in pregnancy, there is a one in 10 chance of miscarrying.	T or **F**
It is important to schedule an appointment with a healthcare practitioner as early in the pregnancy as possible.	**T** or F

13. Which of the following tests are done within the second trimester?
A. Rh blood test
B. Glucose tolerance screen
C. Gestational diabetes screen
D. All the choices are correct

14. Kacey just found out she is pregnant. She is not showing yet. She has a business trip coming up soon. Which of the following describes how Kacey should prepare for traveling while pregnant?
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B. She should cancel the trip
C. She should carry on as if nothing were different and not inform others of her pregnancy
D. She should get her glucose levels tested

15. Delivering in a hospital is the only labor and delivery option for pregnant women.
A. True
B. False

16. Match the following trimesters to their descriptions.

Description	Term
the movements of the fetus need to be monitored; the pregnant woman needs to make healthy choices and stay aware of any health issues; prenatal visits should be scheduled every two weeks; decisions regarding birthing plans should be made	**Third trimester**
folic acid highly recommended; initial visit with health practitioner; the fertilized ovum becomes an embryo; prenatal panel is completed	**First trimester**
continuing to make healthy choices; get RhoGAM shot if needed; glucose tolerance and gestational diabetes screens	**Second trimester**

First trimester	Second trimester	Third trimester

17. A fetus is considered full-term at 40 weeks.
A. True
B. False

18. _____ is a major issue in pregnancy which can cause seizures in the pregnant individual.
A. Pre-eclampsia
B. Diabetes
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19. Which of the following statements is NOT true about prenatal care?
A. It is important during pregnancy for women to regularly have their blood pressure and weight gain monitored
B. Prenatal care should begin as soon as possible
C. Pregnant women should monitor how they feel and go in for prenatal visits only when problems arise
D. The purpose of prenatal care is to guard the health of the fetus and the mother

20. Approximately _____ percent of pregnancies in the United States are unintended.

A. 20
B. 80
C. 35
D. 50

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Prenatal Care Key Concepts

Prenatal Care

Essential Questions

1. What is the purpose of prenatal care?
2. How does consistent prenatal care and health practices benefit the pregnant woman and the developing fetus?
3. Why is it important for pregnant women to decide on a birthing plan prior to their delivery date?

Prenatal Care

- Is designed to help optimize both the _____ and well-being of the _____ and the mother
- Originally began as a way to prevent _____ births
- Affects the development of the fetus
  - factors such as the woman's _____ and psychological stress may affect the baby's chances of childhood obesity, heart disease, diabetes, cancers, _____ and anxiety
  - taking _____, or folic acid, in the beginning of pregnancy helps decrease the incidence of malformations in the baby's _____ and spinal cord
- Often begins weeks into a pregnancy
  - most women learn of their pregnancy at about _____ weeks
  - approximately 52% of pregnancies in the United States are _____

First Trimester

- Occurs from when the woman _____ to the end of the 13th week
  - pregnancy dating is based off of the woman's last normal _____ cycle
- Is one of the most important trimesters
  - fertilized _____ becomes the embryo until eight weeks, then it is considered a fetus
  - one in _____ chances of miscarriage
- Prenatal care includes:
  - _____ visit
    - includes personal and family health and lifestyle questions
  - prenatal panel
    - series of _____ tests, such as blood work

Second Trimester

- Occurs from the 14th week to the 27th week
- Includes continuing _____ practices and habits to keep the _____ in check
  - maintaining a healthy diet
    - low _____ foods high in protein, minimizing starches and sugars
    - benefits the fetus by lowering chances of the baby being _____, or struggling with low blood sugar
  - staying active
- Focuses on
  - determining if a mother is _____ and offering the RhoGAM to minimize the issue of Rh incompatibility with the fetus
  - glucose _____ screen
  - _____ diabetes screen

Third Trimester

- Occurs from _____ weeks until delivery
- Requires women to recognize _____ with the pregnancy and signs of preterm labor
  - infections, STDs, excessive _____ and sickness can lead to preterm labor
- Prenatal care includes:
  - informing people of pregnancy when _____
  - deciding on a _____ plan
    - health coverage and providers, budget medical costs, choosing from different delivery methods
  - doctor visits every other week, then every week after _____ weeks
  - pregnant women maintaining proper _____ and water intake

Preterm Birth

- Is birth which occurs _____ the fetus reaches full term
  - due date is based on 40-week gestation, but fetus is considered _____ at 37 weeks
    - 37 weeks is considered _____ term
    - human gestation has a _____
  - _____ weeks, or as close to 40 weeks as possible is ideal, so baby can continue to develop and develop the _____ content needed

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Prenatal Care Key Concepts Answer Key

Prenatal Care

Essential Questions

1. What is the purpose of prenatal care?
2. How does consistent prenatal care and health practices benefit the pregnant woman and the developing fetus?
3. Why is it important for pregnant women to decide on a birthing plan prior to their delivery date?

Prenatal Care

- Is designed to help optimize both the **health** and well-being of the **developing fetus** and the mother
- Originally began as a way to prevent **pre-term** births
- Affects the development of the fetus
  - factors such as the woman's **weight** and psychological stress may affect the baby's chances of childhood obesity, heart disease, diabetes, cancers, **depression** and anxiety
  - taking **folate**, or folic acid, in the beginning of pregnancy helps decrease the incidence of malformations in the baby's **brain** and spinal cord
- Often begins weeks into a pregnancy
  - most women learn of their pregnancy at about **four** weeks
  - approximately 52% of pregnancies in the United States are **unintended**

First Trimester

- Occurs from when the woman **conceives** to the end of the 13th week
  - pregnancy dating is based off of the woman's last normal **menstrual** cycle
- Is one of the most important trimesters
  - fertilized **ovum** becomes the embryo until eight weeks, then it is considered a fetus
  - one in **five** chances of miscarriage
- Prenatal care includes:
  - **initial** visit
    - includes personal and family health and lifestyle questions
  - prenatal panel
    - series of **lab** tests, such as blood work

Second Trimester

- Occurs from the 14th week to the 27th week
- Includes continuing **healthy** practices and habits to keep the **metabolism** in check

  - maintaining a healthy diet
    - low **glycemic** foods high in protein, minimizing starches and sugars
    - benefits the fetus by lowering chances of the baby being **hypoglycemic**, or struggling with low blood sugar
  - staying active
- Focuses on
  - determining if a mother is **Rh-negative** and offering the RhoGAM to minimize the issue of Rh incompatibility with the fetus
  - glucose **tolerance** screen
  - **gestational** diabetes screen

Third Trimester

- Occurs from **28** weeks until delivery
- Requires women to recognize **complications** with the pregnancy and signs of preterm labor
  - infections, STDs, excessive **stress** and sickness can lead to preterm labor
- Prenatal care includes:
  - informing people of pregnancy when **traveling**
  - deciding on a **birthing** plan
    - health coverage and providers, budget medical costs, choosing from different delivery methods
  - doctor visits every other week, then every week after **36** weeks
  - pregnant women maintaining proper **nutrition** and water intake

Preterm Birth

- Is birth which occurs **before** the fetus reaches full term
  - due date is based on 40-week gestation, but fetus is considered **term** at 37 weeks
    - 37 weeks is considered **early** term
    - human gestation has a **range**
  - **38** weeks, or as close to 40 weeks as possible is ideal, so baby can continue to develop and develop the **fat** content needed

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Prenatal Care

Lesson Overview

Media: Video (17 minutes)
Seat Time: 5 Classes | 250 minutes teaching

Goal:
To research and examine proper health and wellness strategies to use during the different stages of pregnancy and understand the importance of prenatal care.

Description:
This lesson explores recommended prenatal care practices, such as nutrition and stress management, the different stages of pregnancy and what to expect when visiting a healthcare practitioner. The lesson describes the connection between prenatal care and the health of the fetus.

Objectives:
1. To evaluate the importance of quality prenatal care.
2. To summarize the trimesters of pregnancy.
3. To analyze reasons for medical care prior to and during pregnancy.
4. To summarize common procedures expectant women will experience during prenatal visits.

Lesson Plan

Class 1

Class Overview:
Prenatal Care Video Segment
Action Plan
Vocabulary Handout
Key Concepts
Technology & Prenatal Care Activity

Essential Questions:
1. What is the purpose of prenatal care?
2. How does consistent prenatal care and health practices benefit the pregnant woman and the developing fetus?
3. Why is it important for pregnant women to decide on a birthing plan prior to their delivery date?

Step 1: Bell Ringer:
- Pose the question, “what is the purpose of prenatal care” to students. Ask students to write down their answers.

Step 2: Distribute the **Action Plan**, **Vocabulary Handout** and **Key Concepts**.
- The **Action Plan** lays out a list of tasks for students to complete during the lesson.
- The **Vocabulary Handout** is a list of terms used throughout the lesson.
- The **Key Concepts** is an outline which identifies the main ideas presented in the lesson which students can fill in to aid in note taking during the lesson.

Step 3: Show the ***Prenatal Care*** video segment.
- This video is 17 minutes long.
- Be sure to utilize the **Key Concepts** for this segment of the lesson.

Step 4: Students should begin the **Technology & Prenatal Care Activity**.
- Students will research prenatal testing and answer questions related to the topic.

Step 5: Exit Ticket:

- Have students turn in their responses from the beginning of class.

Class 2

Class Overview:
Action Plan
Nutrition & Pregnancy Student Handout
Technology & Prenatal Care Activity
Proper Nutrition During Pregnancy Activity

Step 1: Distribute the **Nutrition & Pregnancy Student Handout**.

- The handout provides additional content for the lesson.

Step 2: Students should complete the **Technology & Prenatal Care Activity**.

- Students will research prenatal testing and answer questions related to the topic.

Step 3: Students should begin the **Proper Nutrition During Pregnancy Activity**.

- Students will research prenatal testing and answer questions related to the topic.

Step 4: Exit Ticket:

- Have students turn in their **Technology & Prenatal Care Activity.**

Class 3

Class Overview:
Action Plan
Proper Nutrition During Pregnancy Activity
A Beginner's Guide to Pregnancy Project

Step 1: Students should complete the **Proper Nutrition During Pregnancy Activity.**

- Students will research prenatal testing and answer questions related to the topic.

Step 2: Students should begin the **A Beginner's Guide to Pregnancy Project**.

- Students will conduct research to create a brochure outlining basic pregnancy information.

Step 3: Exit Ticket:

- Have students provide a progress report on their project. Allow students to ask questions relating to the project.

Class 4

Class Overview:
Action Plan
A Beginner's Guide to Pregnancy Project

Step 1: Students should continue the **A Beginner's Guide to Pregnancy Project**.

- Students will conduct research to create a brochure outlining basic pregnancy information.

Step 2: Exit Ticket:

- Have students provide a progress update on their project.

Class 5

Class Overview:
Action Plan
Prenatal Care Assessment
A Beginner's Guide to Pregnancy Project

Step 1: Bell Ringer:

- Allow students time to review their notes before the Assessment.

Step 2: Administer the **Prenatal Care Assessment**.

- The Assessment is a comprehensive assessment covering material throughout the entire lesson.

Step 3: Students should share their **A Beginner's Guide to Pregnancy Project**.

- Students will conduct research to create a brochure outlining basic pregnancy information.

Step 4: Exit Ticket:

- Lead the students in a discussion about the lesson as a whole. Have students share something they enjoyed, disliked, learned or thought was interesting from the lesson.

Activity Overview

Technology & Pregnancy

Students will research prenatal testing and answer questions related to the topic.

Accommodations:
Students may work with other students.

Modifications:
Students may ask you for help on the questions.

Extension:
Have students compare the type of test they researched to a different one discussed in class. The students will write a paragraph comparing the two types of tests and why each is important in prenatal care.

Proper Nutrition During Pregnancy

Students will research prenatal nutrition and create a seven day prenatal meal plan.

Accommodations:
Allow students more time to complete the activity.

Modifications:
Provide students with an example to model their activity after.

Extension:
Have students share their meal plan with an industry professional for feedback.

Project Overview

A Beginner's Guide to Pregnancy

Students will conduct research to create a brochure outlining basic pregnancy information.

Accommodations:
Provide students additional time to complete the project.

Modifications:
Allow students to look up examples of prenatal brochures for reference. Reduce the requirements of the assignment as appropriate for individual students.

Extension:
Have students create a short presentation over the information provided in the brochure and present it to the class.

Career & Technical Student Organizations

FCCLA
Illustrated Talk
Focus on Children
Nutrition and Wellness

HOSA
Human Growth & Development
Human Heredity

Career Connections

Using the **Career Connections Activity** allows students to explore careers associated with this lesson by viewing career interviews with various industry professionals. The career interviews are located on the Select Playlist drop down menu on the lesson page. See the **Career Connections Activity** for more details.
Damon Hill, M.D., Family Practice, Lubbock Medical Associates

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A Beginner's Guide to Pregnancy

Project Overview:

You will conduct research to create a brochure outlining basic pregnancy information.

Directions:

1. Using available resources, you will research and create a brochure titled "A Beginner' s Guide to Pregnancy". The brochure should cover the following topics:
    - Overview of the three trimesters
    - Calculating due dates
    - Medical practices prior to and during pregnancy
    - Reasons for medical care prior to and during pregnancy
    - Healthy weight gain
    - Health practices prior to and during pregnancy
    - Proper nutritional needs prior to pregnancy
    - Proper nutrition during pregnancy
    - Quality prenatal care
    - Things to avoid during pregnancy

2. The brochure should consist of at least six panels and be targeted toward first-time pregnant women.

3. Attach a citation sheet listing all sources used.

4. Once complete, submit your project according to your instructor's directions.

Rubric

Description	Possible Points	Your Score
Research & Organization: • Proper research was conducted to complete the assignment • Sources were cited appropriately based on instructions provided • Information was presented in a logical organized manner	35	
Concept & Understanding: • Understanding of the concept is clearly evident • Effective strategies were used to achieve the end product • Logical thinking was utilized to arrive at the conclusion	35	
Creativity/Craftmanship: • End product is unique and reflects the student's or group's individuality • End product is clearly high quality	15	
Production/Effort: • Class time provided for the project was used efficiently • Time and effort are evident in the execution of the end product	15	
Total Points	100	

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Nutrition & Pregnancy

Nutrition is important prior to and during pregnancy.

Prior to Pregnancy
Maintaining a diet composed of fruits, vegetables, whole grains, lean meats and dairy products provide women with the recommended dietary allowance of vitamins and minerals for proper reproductive functioning. Women considering becoming pregnant should begin making healthy changes three months to a year before conception. Below is a list of suggestions for healthy nutrition prior to conception:

- **Folic acid:** Obtaining 400 micrograms of folate or folic acid each day helps reduce a baby's risk of birth defects.
- **Calcium:** Obtaining at least 1,000 milligrams of calcium per day is recommended
- **Supplements and Vitamins:** In addition to a healthy diet, many healthcare practitioners encourage women to take supplements to increase the probability of obtaining all needed nutrients.

During Pregnancy
A nutritious, well-balanced eating plan greatly benefits a developing fetus. Pregnancy nutrition is essential to a healthy baby. Typically, a woman will need to consume an extra 300 calories per day during pregnancy. Eating a balanced diet of whole grains, fruits, vegetables, dairy products and protein foods is an important part of maintaining a healthy pregnancy. Below is a list of essential nutrients during pregnancy:

- **Protein:** Protein positively affects the growth of fetal tissue, including the brain. Food sources include meat, poultry, seafood, beans, eggs, nuts and seeds.
- **Calcium:** The daily requirement of calcium is approximately 1,000 to 1,300 milligrams depending on the age of the pregnant woman. Calcium helps regulate fluids in the pregnant woman's body and promotes the building of healthy bones in the developing fetus.
- **Iron:** Iron helps increase the pregnant woman's blood volume and prevents anemia. A daily intake of 27 milligrams is ideal during pregnancy.
- **Folate/Folic Acid:** Folate plays a key role in reducing the risk of neural tube defects. The synthetic form of folate is folic acid. Experts recommended pregnant women include a 400 microgram supplement of folic acid each day in addition to eating folate rich foods, such as leafy vegetables, asparagus and bananas.
- **Choline:** Choline promotes healthy development of the brain and spinal cord of the fetus and helps prevent neural tube defects. Food sources include, milk, beef liver, eggs, peanuts and soy products.
- **Vitamin C:** The daily requirements for Vitamin C is between 80 and 85 milligrams during pregnancy depending on the age of the pregnant woman. Vitamin C promotes would healing, tooth and bone development and metabolic processes.

- **Iodine:** The daily recommendation is 220 micrograms during pregnancy. Iodine promotes healthy brain development. Food sources include, iodized table salt, dairy products, seafood, meat, eggs and some breads.
- **Vitamin A:** The daily recommendation during pregnancy is between 750 and 770 depending on the age of the pregnant woman. Vitamin A promotes healthy skin and eyesight. Vitamin A food sources include, sweet potatoes, carrots and green leafy vegetables.
- **Vitamin B12:** Pregnant women should include 2.6 micrograms of Vitamin B12 each day. Vitamin B12 maintains the nervous system and helps form red blood cells. Food sources include, meat, fish, poultry and milk.
- **Vitamin B6:** Vitamin B6 helps form red blood cells and assists the body in using protein, fat and carbohydrates. The recommendation for pregnancy is 1.9 milligrams. Vitamin B6 is found in beef, liver, pork, ham, whole-grain cereals and bananas.
- **Vitamin D:** Vitamin D is essential for building the bones and teeth of the fetus. This vitamin also helps promote healthy skin and eyesight. Food sources include, fortified milk and fatty fish. Exposure to sunlight is also essential for the body to make Vitamin D.

Along with the previously mentioned nutritional items, below is a general food serving guideline for women prior to and during pregnancy.

Nutritional Need	Recommended Daily Intake	Benefit
Whole Grains	6-11 servings	• Reduce the risk of heart disease • Help with weight management • Prevent neural tube defects during fetal development
Fruits	2-4 servings	• Reduce the risk of heart disease • Protection against certain cancers • Reduce the risk of kidney stones • Reduce the risk of obesity and type 2 diabetes
Vegetables	4-5 servings	• Reduce risk of heart attack and stroke • Lower blood pressure • Reduce risk for type 2 diabetes
Dairy	4-6 servings	• Reduce risk of cardiovascular disease • Reduce the risk of osteoporosis
Protein	3-4 servings	• Important building block for many parts of the body • Increase in immune system effectiveness • Reduce risk of heart disease
Water	8 to 12 cups (64 to 96 ounces)	• Boosts energy • Rids the body of toxins • Maintains healthy skin • Promotes a healthy heart

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Prenatal Care Vocabulary Handout

Complete Blood Count
blood test used to evaluate the overall health of a woman and detect a wide range of disorders, including anemia, infection and leukemia

Certified Nurse Midwife
registered nurse with additional training as a midwife who provides prenatal care and delivers babies

Epigenetics
study of changes in organisms caused by modification of gene expression rather than alteration of the genetic code itself

Hypoglycemia
also known as low blood sugar; occurs when the level of glucose in the blood drops below normal

Obstetrician
medical doctor who is qualified to practice in the branch of medical science concerned with pregnant women and childbirth

Neural Tube
hollow structure from which the brain and spinal cord form

Preconception Care
set of interventions which aim to identify and modify biomedical, behavioral and social risks to a woman's health or pregnancy outcome through prevention

Prenatal Care
care provided during pregnancy designed to optimize the health and well-being of the baby and the pregnant woman

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