

**Alvin C. York Agriculture Institute**  
Gina Gammon  
Course Syllabus- Lifespan Development



**Course Information**

Credit Hour: 1 credit  
Family & Human Services Focus  
Room #: V103

**Teacher Information**

Teacher Name: Gina Gammon  
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**Course Description:**

Lifespan Development builds basic knowledge in human growth and development. The course standards include developmental theory, principles of growth, behavior of children from conception through adolescence, adult development and aging, and death and dying. Artifacts will be created in a portfolio.

**Course Competencies/ Learning Objectives**

Students who successfully complete Lifespan Development will be competent in the following areas:

**Human Development**

1. Differentiate between methodologies used in research on human growth and development.
2. Use supporting evidence from a variety of academic journals etc. to compare and contrast theories in human development.
3. Conduct a research project on a tool related to human growth and development.

**Prenatal Development**

1. Outline the processes that occur from conception to delivery of a full-term infant, sequenced by trimester.
2. Define the concepts of DNA, genes, genetics, heredity, and analyze the structure of relationships among the concepts.
3. Research normal and abnormal labor and delivery and create a sequenced presentation, artifact, or graphic describing what happens at each stage.

**Infancy**

1. Research and outline the physical, cognitive, and emotional –social development that occurs during infancy.
2. Create an annotated model or graphic illustrating the parts of the human brain, detailing principle functions as they relate to physical and cognitive development.

**Toddlerhood**

1. Research and outline the physical, cognitive, and emotional- social development that occurs during toddlerhood.

**Preschool**

1. Research and outline the physical, cognitive, and emotional-social development that

occurs in preschool.

### **School-Age**

1. Research and outline the physical, cognitive, and emotional-social development that occurs in school-age children.

### **Puberty and Adolescence**

1. Research and outline the physical, cognitive, and emotional-social development that occurs during puberty and adolescence.

### **Early Adulthood**

1. Research and outline the physical, cognitive, and emotional-social development that occurs during early adulthood.

### **Middle Adulthood**

1. Research and outline the physical, cognitive, and emotional-social development that occurs during middle adulthood.

### **Later Adulthood**

1. Research and outline the physical, cognitive, and emotional-social development that occurs during later adulthood.

### **Death and Dying**

1. List the stages of the grief model. Research and create graphic or artifact that explains each stage of the model.

### **(FP)**

1. Differentiate the major periods of life outlined in the course and describe major developmental changes and key tasks associated with each period. Create a timeline of a human from conception to age 100 following typical growth and developmental patterns outlining what is occurring at each stage.

### **Portfolio:**

#### **The following artifacts will reside in the student's portfolio:**

Methodologies artifact

Human Growth and Development report

Prenatal Development artifact

Genetic artifact

Human Development Stage artifacts

Death and Dying artifact

Capstone Timeline graphic

### **Student Evaluation**

Tests

Projects

Papers

Quizzes

Classwork

Journal/Warm-up Board Assignments

Class Participation

**Grading Policy:**

Daily: 20%

Lab: 20%

Quizzes/Tests: 15%

Projects: 20%

Portfolio: 15%

Final Exam: 10%

**Day to Day Operations:**

Students will be ready, responsible, and respectful at all times to make sure classroom procedures and assignments are done in an ordinarily and timely manner.

**Accommodation Options** – All IEP's, 504's, ILP's will be followed per state guidelines. Students with issues that are not easily apparent should meet with the teacher at first available opportunity to determine options.

**Attendance Policy**

Regular and prompt class attendance is an essential part of the educational experience. York Institute expects students to exercise good judgment regarding attendance and absences. Students will accept full responsibility for ensuring their work does not suffer because of absences. All students are expected to attend every scheduled class on time.

**Classroom Expectations**

1. Arrive to class on time
2. Be prepared
3. Respect your classmates and teacher
4. Give your all, all the time
5. Be responsible for your actions

**Class Requirements**

Most of your class work will be finished in class. It is YOUR responsibility to complete work assignments and turn them in at the end of class in the homework tray. If you are absent, it is YOUR responsibility to make up the assignments and/or tests when you return. You will have 3 days after your absence to complete your makeup work and turn in.