

Lesson 3.1: Stages From Infant to Older Adult

Unit: Unit 3, Growing Up, Getting Along (Human Development and Relationships) **Topic:** 3.1 Growing Across the Lifespan **Grade:** 6 to 8 (written at grade 7; see Differentiation for the grade 6 support and grade 8 stretch) **Days:** 1 class period of 40 minutes (day 66 of the year, the first day of Unit 3; the first 10 minutes belong to Unit 2's ClassroomStreet Round 2 close) **Room:** Classroom or FACS lab, tables cleared for card sorting

Standards

- NYS module line: NYS HDR 1. Human Growth and Development Across the Lifespan a) Identify the stages of human growth and development across the lifespan
- NYS module line: NYS HDR 1. Human Growth and Development Across the Lifespan b) Identify the relationships among and characteristics of the physical, emotional, social, and intellectual aspects of human growth and development
- CTE theme line: CTE HSW 5. Social-Emotional Learning a) Discuss how personal habits, environment, and heredity affect social-emotional health
- CTE theme line: CTE CCO 5. Community Needs Assessment a) List and describe the typical needs of community members at each stage in the lifespan
- NYS FACS Learning Standard 2 (Intermediate), Key Idea: Students will know the basic principles of home and community safety. They can demonstrate the skills necessary to maintain their homes and workplaces in a safe and comfortable condition. They can provide a safe and nurturing environment for themselves and others.; Performance Indicator: none of the three Standard 2 indicators fits a lifespan overview. The key idea's last sentence ("provide a safe and nurturing environment for themselves and others") is what this lesson serves. The state assigns only Standard 2 to the HDR module, so no other standard is cited (see crosswalk E.3).
- CDOS Standard 3a Universal Foundation Skills: Thinking Skills
- National FCS 3.0: 12.1.1 Examine physical, emotional, social, moral, and cognitive development.

(The task asked for one HSW 5. line on development or self-awareness. HSW 5. a) is the only line in that topic that names development factors, so it is cited verbatim. CCO 5. a) is added because the last step of the lesson is exactly "needs at each stage.")

Enduring understanding and essential question

Big idea: Every person moves through the same stages of life, and each stage changes the body, the feelings, the friendships, and the thinking at the same time. Knowing the stage tells you what a person needs. **Essential question:** If you had to guess someone's age from what they need most, how close could you get?

Objectives

By the end of this lesson, students will be able to:

1. (Low) Given the seven stage names, list the stages of the lifespan in order from infancy to older adulthood and give an age range for each.
2. (Mid) Given 21 picture cards described in words, sort each card to its stage and label which aspect of development it shows (physical, emotional, social, or intellectual).
3. (High) For two stages, compare what a person needs most from the people around them, and defend which need is hardest to meet in one written sentence.

Vocabulary

Tier 2 (general academic): stage, aspect, milestone, range Tier 3 (FACS): lifespan, infancy, early childhood, middle childhood, adolescence, young adulthood, middle adulthood, older adulthood, physical, emotional, social, intellectual development. See the unit vocabulary list (Vocabulary 03.md) for Turkish, Portuguese, and Spanish.

Materials and setup

- Handout 03.01 - Lifespan Timeline Sort Cards.md: one set of 21 cards per team of three or four, cut and clipped before class, plus one sort sheet per student
- Seven stage headers on card stock (one per stage, with the age range) for the board timeline, and magnets or tape
- Slides: Slides 03.01 - Stages From Infant to Older Adult
- The ClassroomStreet Round 2 standings by merchant number, on the board or the first slide, and the two or three “sentence to my future self” lines from Investor Journal Entry 10 that Sal chose to read aloud (chosen with permission, no names)
- Timer visible to the class
- Setup notes: cut the card sets the day before; they get used again in the review game in Lesson 3.4 and one card returns on the quiz. Post the Round 2 standings before students walk in so the close runs on time. No food, no allergy check.

Pre-assessment

The do now asks students to name the stages of life they already know. Most classes produce “baby, kid, teenager, adult, old.” The gaps (early vs middle childhood, three kinds of adult) are the lesson. Yesterday’s Unit 2 test is not a source for this unit; the first real read is the card sort.

Do now and hook (Time: 3 min, after the 10-minute Round 2 close)

On the board: “List every stage of a person’s life you can think of, from birth to the end. One word each. How many did you get?”

Debrief: take the shortest list and the longest. Write the longest on the board. Then the hook: “There are seven, and by the end of today you will be able to look at a picture of a stranger and tell me not just the stage but what they need most.”

Procedure

Step	Teacher will	Students will	Time
------	--------------	---------------	------

0. Round 2 close (Unit 2)	Show the Round 2 standings by merchant number. Read the two or three chosen “sentence to my future self” lines aloud, no names. Say: “Unit 2 was about you. Unit 3 is about everybody, at every age, including the you that wrote that sentence.” Collect any Investor Journals still out.	Read their standing. Listen. Put the journal in the folder.	10 min
1. Direct instruction: the seven stages	Slides 3 to 6. Put the seven stage headers on the board in order with the age ranges (infancy, birth to 1; early childhood, 1 to 5; middle childhood, 6 to 11; adolescence, 12 to 18; young adulthood, 19 to 39; middle adulthood, 40 to 64; older adulthood, 65 and up). Then the four aspects: physical (body), emotional (feelings), social (people), intellectual (thinking). For one stage, adolescence, give one example of each aspect. Say the rule: “Every stage changes all four at once. The ranges are approximate; people are not on a	Copy the seven stages and ranges onto the sort sheet. Write the four aspects at the top.	7 min

	schedule.”		
2. Learning activity: the timeline sort	Hand out one card set per team. Directions: read each card, decide the stage, place it under the header on the team’s table timeline, and mark the aspect with a letter (P, E, S, I). Start the timer. Circulate with the clipboard checklist. When time is called, one team brings its three hardest cards to the board timeline.	Sort 21 cards to seven stages. Write the card number and aspect letter on the sort sheet. Argue about the close calls (a card that could be middle childhood or adolescence).	10 min
3. Needs at each stage	Slide 9. Ask: “A baby needs what from the people around it? An older adult needs what?” Build the board list stage by stage from student answers: safety and feeding, play and words, school and friends, independence and limits, work and partners, caring for others, care and respect. Then the writing task: pick two stages, write what each needs most, and one sentence on which need is hardest to meet and why.	Contribute one need per stage. Write the two-stage comparison on the sort sheet, Part 3.	6 min

Questions to ask

Monitor understanding:

- Which stage comes right after early childhood? What ages?
- This card shows a person learning to ride a bike with no training wheels. Which stage, and is that physical or intellectual?
- Can one card show two aspects at once? Give an example.

Deepen learning:

- Why do we bother splitting “adult” into three stages? What changes between 25 and 70?
- Which stage do you think is hardest, and is that because of the body, the feelings, the people, or the thinking?
- You know people in almost every stage. Who in your life is in a stage where the need is “care and respect,” and who provides it?

Check for understanding

Clipboard checklist during Step 2: for each team, a yes or no on “cards are under the right headers (at least 17 of 21),” “aspect letters are written,” and “the team can explain one close call out loud.” Three yeses means the team is ready for the quiz items on stages. A no on the close call means the team gets called to the board timeline in the debrief.

Closure (Time: 4 min)

3-2-1 exit card on the bottom of the sort sheet: 3 stages in order with an age range, 2 things that change in adolescence (one physical, one that is not), 1 stage you want to know more about. Three students read their “1” aloud. Sort the cards into “got it” and “needs more”; a class with many “needs more” on the order of the stages opens Lesson 3.2 with the board timeline instead of the silhouette hook.

Differentiation and supports

- ELL: the seven stage headers on the board have a picture cue each (a crib, a tricycle, a backpack, a phone, a work badge, a house key, a cane); the handout word bank has stage, infant, child, teenager, adult, and grow in Turkish, Portuguese, and Spanish; sentence starter for Part 3: “A person in __ needs __ most because __.” Pair each ELL student with a partner who reads the cards aloud.
- IEP and 504 (general): teams of three or four so nobody sorts alone; the sort sheet has a check column so a student can mark the aspect without writing a word; a student who cannot handle 21 cards gets the 14-card set (two per stage); extended time on Part 3 into Lesson 3.2’s do now.
- Grade 6 support: five stages instead of seven (combine the three adult stages into “adulthood” and “older adulthood”); the aspect letter is required on ten cards, not all 21.

- Grade 8 stretch: after the sort, write which two cards would change stage if the person had a disability or lived in another country, and why the stage might be the same even if the age is not (this previews Lesson 3.4, heredity and environment).
- UDL checkpoint used: multiple means of representation (a physical card timeline plus the board timeline plus the sort sheet) and multiple means of action and expression (the exit card can be spoken to the teacher instead of written).
- No-kitchen or no-machine alternative: not needed; this is a classroom lesson.

Assessment

Objective	Standards met	Learning task	Assessment (formative or summative; tool)
1. List the seven stages in order with ages	HDR 1. a); National FCS 12.1.1	Sort sheet header, Step 1; exit card	Formative; exit card checked for seven stages in order; summative on the Lifespan Stages Quiz, items 1 to 4 (Lesson 3.4 Day 2)
2. Sort 21 cards to stage and aspect	HDR 1. a) and b); HSW 5. a); CDOS 3a Thinking Skills	Timeline sort, Step 2	Formative; clipboard checklist (17 of 21 cards placed, aspect letters written); summative on the quiz, item 5
3. Compare needs at two stages and defend the hardest	HDR 1. b); CCO 5. a); Std 2 KI	Sort sheet Part 3, Step 3	Formative; scored complete, partial, or missing for daily work; the needs list becomes the board reference for Lesson 3.2 and Lesson 3.16

The whole topic is assessed summatively on the Lifespan Stages Quiz in the last 15 minutes of Lesson 3.4 Day 2.

Homework

None. Optional: ask one adult at home which stage they think they are in and what they need most right now. Bring the answer, not the person's name.

Connections

Inside the building: the health teacher gets a copy of the seven-stage board list so both classes use the same stage names and ranges. Health covers puberty and reproductive health; this lesson does not. Community: a senior center or an early childhood center could each send a one-paragraph “what our people need most” for the board list in a later year.

[Sal: name the nearest one if you want that.]

Sources

- NYS Middle Level CTE FACS Content Module 02, Human Development and Relationships (nyctecenter.org, June 2018), lines 1. a) and 1. b). Copy in 02 Standards/NYS Module PDFs/.
- NYS Middle Level CTE Theme Module, Health, Safety, and Wellness, line 5. a); Theme Module, Career and Community Opportunities, line 5. a). Same folder.
- NYS Learning Standards for Health, Physical Education, and Family and Consumer Sciences (1996), Standard 2, Intermediate, FACS strand. Wording per 02 Standards/STANDARDS SOURCES - web research.md, section 2.
- National Standards for Family and Consumer Sciences Education 3.0 (LEAD FCS Education, 2018), competency 12.1.1.
- The stage names and age ranges are the ones used in most middle school FACS texts (infancy, early childhood, middle childhood, adolescence, young, middle, and older adulthood). *[Sal: if your school's health course uses different cutoffs, match theirs.]*
- Sal's own materials: Unit 2 Calendar 02, day 66 note on the Round 2 close and the Entry 10 read-aloud.

Teacher notes

- The Round 2 close is 10 minutes and not one more. If the standings need a longer conversation, take it at lunch or in Lesson 3.2's last minute. The rest of this lesson is tight.
- If the period runs short, cut Step 3 to a whole-class list with no written comparison and assign Part 3 as the do now for Lesson 3.2.
- Common mistake: students place the “first job” card in adolescence and the “learns to read” card in early childhood. Both are close calls on purpose. Use them in the debrief; the point is that the ranges are ranges.
- Keep the card sets. They run the review game in Lesson 3.4 and one card is the picture item on the quiz.
- *[Sal: your students know people in every stage. If a student volunteers a grandparent story, let it run for one minute; that is the CCO 5. a) line teaching itself. Nobody is required to share.]*