

Course Title: Human Growth & Development 1b

State: TX
State Course Title: Human Growth and Development
State Course Code: 130.163
State Standards: Texas Essential Knowledge and Skills for Career and Technical Education
Date of Standards: 2015

TEKS	Course Title (a or b), if applicable, e.g. Game Design 1a	Unit Name(s)	Lesson(s) Numbers
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to			
(A) demonstrate written communication	Human Growth 1b	Unit 3: Working for a Living	Lesson 3
(B) perform job-appropriate numerical and arithmetic application	Human Growth 1b	Unit 1: School's Out, Now What	Lesson 2
(C) practice various forms of communication such as verbal and non-verbal communication used in educational and career settings	Human Growth 1b	Unit 1: School's Out, Now What	Lesson 2
(D) exhibit teamwork skills	Human Growth 1b	Unit 1: School's Out, Now What	Lesson 2
(E) apply decision-making skills	Human Growth 1b	Unit 1: School's Out, Now What	Lesson 2
(F) implement problem-solving techniques	Human Growth 1b	Unit 1: School's Out, Now What	Lesson 2
(G) acquire conflict management skills	Human Growth 1b	Unit 1: School's Out, Now What	Lesson 2
(H) develop leadership skills	Human Growth 1b	Unit 3: Working for a Living	Lesson 3
(I) demonstrate professionalism; and	Human Growth 1b	Unit 3: Working for a Living	Lesson 3
(J) develop effective work ethic practices.	Human Growth 1b	Unit 3: Working for a Living	Lesson 3
(2) The student understands historical, theoretical, and research perspectives of human growth and development throughout the lifespan. The student is expected to:			

(A) explain the role of theories in understanding human development;	Human Growth 1a	Unit 1: What is Human Growth and Development	Lessons 3, 5
(B) describe theoretical perspectives that influence human development throughout the lifespan;	Human Growth 1a	Unit 1: What is Human Growth and Development	Lessons 3, 5
(C) summarize historical influences on modern theories of human development;	Human Growth 1a	Unit 1: What is Human Growth and Development	Lesson 5
(D) compare and contrast the research methods commonly used to study human development; and	Human Growth 1a	Unit 1: What is Human Growth and Development	Lesson 1
(E) compare and contrast pedagogy and andragogy.	Human Growth 1a	Unit 7: School Days	Lesson 3
(3) The student understands the importance of prenatal care in the development of a child. The student is expected to:			
(A) describe nutritional needs prior to and during pregnancy;	Human Growth 1a	Unit 3: Prenatal Development and Birth	Lesson 4
(B) analyze reasons for medical care and good health practices prior to and during pregnancy;	Human Growth 1a	Unit 3: Prenatal Development and Birth	Lessons 1-4
(C) outline stages of prenatal development;	Human Growth 1a	Unit 3: Prenatal Development and Birth	Lessons 1-3
(D) discuss the role of genetics in prenatal development; and	Human Growth 1a	Unit 3: Prenatal Development and Birth	Lessons 1, 4
(E) determine environmental factors affecting development of the fetus.	Human Growth 1a	Unit 3: Prenatal Development and Birth	Lesson 4
(4) The student understands the development of children ages newborn through two years. The student is expected to:			
(A) analyze the physical, emotional, social, and cognitive development of infants and toddlers;	Human Growth 1a	Unit 4: Infant Development	Lesson 1
(B) analyze various developmental theories relating to infants and toddlers;	Human Growth 1a	Unit 4: Infant Development	Lesson 1
(C) discuss the influences of the family and society on the infant and toddler;	Human Growth 1a	Unit 4: Infant Development	Lesson 4
(D) summarize strategies for optimizing the development of infants and toddlers, including those with special needs;	Human Growth 1a	Unit 4: Infant Development	Lesson 3
(E) determine techniques that promote the health and safety of infants and toddlers; and	Human Growth 1a	Unit 4: Infant Development	Lessons 1-3

(F) determine developmentally appropriate guidance techniques for children in the first two years of life.	Human Growth 1a	Unit 4: Infant Development	Lessons 1, 4
(5) The student understands the development of children ages three through five years. The student is expected to:			
(A) analyze the physical, emotional, social, and cognitive development of preschoolers;	Human Growth 1a	Unit 6: The Preschool Years	Lesson 2
(B) analyze various developmental theories relating to preschoolers;	Human Growth 1a	Unit 6: The Preschool Years	Lesson 2
(C) discuss the influences of the family and society on preschoolers;	Human Growth 1a	Unit 6: The Preschool Years	Lesson 4
(D) summarize strategies for optimizing the development of preschoolers, including those with special needs;	Human Growth 1a	Unit 6: The Preschool Years	Lessons 1, 3, 4
(E) determine techniques that promote the health and safety of preschoolers; and	Human Growth 1a	Unit 6: The Preschool Years	Lesson 4
(F) determine developmentally appropriate guidance techniques for preschoolers.	Human Growth 1a	Unit 6: The Preschool Years	Lessons 1, 4
(6) The student understands the development of children ages six through ten years. The student is expected to:			
(A) analyze the physical, emotional, social, and cognitive development of children in the early to middle childhood stage of development;	Human Growth 1a	Unit 7: School Days	Lessons 2, 4
(B) analyze various developmental theories relating to children in the early to middle childhood stage of development;	Human Growth 1a	Unit 7: School Days	Lesson 2
(C) discuss the influences of the family and society on children in the early to middle childhood stage of development;	Human Growth 1a	Unit 7: School Days	Lessons 3, 4
(D) summarize strategies for optimizing the development of children in the early to middle childhood stage of development, including those with special needs;	Human Growth 1a	Unit 7: School Days	Lessons 3, 4
(E) determine techniques that promote the health and safety of children in the early to middle childhood stage of development; and	Human Growth 1a	Unit 7: School Days	Lessons 1, 2, 4
(F) determine developmentally appropriate guidance techniques for children in the early to middle childhood stage of development.	Human Growth 1a	Unit 7: School Days	Lessons 1-4
(7) The student understands the development of adolescents ages 11 through 19 years. The student is expected to:			
(A) analyze the biological and cognitive development of adolescents;	Human Growth 1a	Unit 8: The Teen Years	Lesson 1

(B) analyze the emotional and social development of adolescents;	Human Growth 1a	Unit 8: The Teen Years	Lesson 2
(C) discuss various theoretical perspectives relevant to adolescent growth and development;	Human Growth 1a	Unit 8: The Teen Years	Lesson 1
(D) discuss the influences of the family and society on adolescents;	Human Growth 1a	Unit 8: The Teen Years	Lessons 2, 4
(E) summarize strategies for optimizing the development of the adolescent;	Human Growth 1a	Unit 8: The Teen Years	Lessons 1, 4
(F) determine techniques that promote the health and safety of the adolescent; and	Human Growth 1a	Unit 8: The Teen Years	Lessons 3, 4
(G) determine developmentally appropriate guidance techniques for adolescents.	Human Growth 1a	Unit 8: The Teen Years	Lessons 3, 4
(8) The student understands the importance of care and protection of children and adolescents. The student is expected to:			
(A) determine services provided by agencies that protect the rights of children and adolescents;	Human Growth 1a	Unit 4: Infant Development	Lessons 3, 4
(B) summarize various resources focusing on children and adolescents;	Human Growth 1a	Unit 4: Infant Development	Lessons 3, 4
(C) predict the impact of changing demographics and cultural diversity on the health and welfare of children and adolescents;	Human Growth 1a	Unit 4: Infant Development	Lessons 3, 4
(D) analyze forms, causes, effects, prevention, and treatment of child abuse;	Human Growth 1a	Unit 4: Infant Development	Lessons 3, 4
(E) explain the impact of appropriate health care and importance of safety for children and adolescents; and	Human Growth 1a	Unit 4: Infant Development	Lessons 3, 4
(F) discuss responsibilities of citizens, legislation, and public policies affecting children and adolescents.	Human Growth 1a	Unit 4: Infant Development	Lessons 3, 4
(9) The student understands the development of adults ages 20 through 39 years. The student is expected to:			
(A) analyze various development theories relating to early adults, including biological and cognitive development;	Human Growth 1b	Unit 2: All Grown Up	Lesson 1
(B) analyze various development theories relating to early adults, including emotional, moral, and psychosocial development;	Human Growth 1b	Unit 2: All Grown Up	Lessons 2-4
(C) discuss the influences of society and culture on early adults; and	Human Growth 1b	Unit 2: All Grown Up	Lesson 3

(D) discuss the importance of family, human relationships, and social interaction for early adults.	Human Growth 1b	Unit 2: All Grown Up	Lesson 3
(10) The student understands the development of adults ages 40 through 65 years. The student is expected to:			
(A) analyze various development theories relating to middle adults, including biological and cognitive development;	Human Growth 1b	Unit 5: Reevaluate and Refresh	Lesson 1
(B) analyze various development theories relating to middle adults, including emotional, moral, and psychosocial development;	Human Growth 1b	Unit 5: Reevaluate and Refresh	Lessons 3, 4
(C) discuss the influences of society and culture on middle adults; and	Human Growth 1b	Unit 5: Reevaluate and Refresh	Lesson 4
(D) discuss the importance of family, human relationships, and social interaction for middle adults.	Human Growth 1b	Unit 5: Reevaluate and Refresh	Lesson 2
(11) The student understands the development of adults ages 66 years and older. The student is expected to:			
(A) analyze various development theories relating to those within the stage of late adulthood, including biological and cognitive development;	Human Growth 1b	Unit 6: The Winter of Life	Lessons 1, 3
(B) analyze various development theories relating to those within the stage of late adulthood, including emotional, moral, and psychosocial development;	Human Growth 1b	Unit 6: The Winter of Life	Lesson 4
(C) discuss the influences of society and culture on those within the stage of late adulthood; and	Human Growth 1b	Unit 6: The Winter of Life	Lesson 4
(D) discuss the importance of family, human relationships, and social interaction for those within the stage of late adulthood.	Human Growth 1b	Unit 6: The Winter of Life	Lesson 4
(12) The student explores opportunities available in education and training. The student is expected to:			
(A) assess personal interests, aptitudes, and abilities as related to the various stages of human growth and development;	Human Growth 1b	Unit 3: Working for a Living	Lesson 1
(B) evaluate employment and entrepreneurial opportunities, including education requirements in the educational field of interest;	Human Growth 1b	Unit 3: Working for a Living	Lessons 1, 2
(C) propose short-term and long-term education and career goals; and	Human Growth 1b	Unit 3: Working for a Living	Lesson 1
(D) demonstrate effective methods and obligations for securing, maintaining, and terminating employment	Human Growth 1b	Unit 3: Working for a Living	Lesson 3
(13) The student documents technical knowledge and skills. The student is expected to:			

(A) update professional portfolio components such as resume, samples of work, service learning log, assessment results, and mock scholarship applications; and	Human Growth 1b	Unit 3: Working for a Living	Activity 2, 3
(B) present the [completed professional] portfolio to interested stakeholders.	Human Growth 1b	Unit 3: Working for a Living	Lesson 3