



Scope and Sequence

TEA does not endorse any of the external products, vendors, consultants, or documentation referenced in this document. Any mention of vendors, products, or services is for informational purposes only.

Cluster:	Education and Training
Course Name:	§130.143 Human Growth and Development (One Credit)
Course Description:	Human Growth and Development is an examination of human development across the lifespan with emphasis upon research, theoretical perspectives, and common physical, cognitive, emotional, and social developmental milestones. The course covers material that is generally taught in a postsecondary, one-semester introductory course in developmental psychology or human development.
Course Requirements:	This course is recommended for students in grades 10-12. Recommended prerequisite: Principles of Education and Training.
Recommended Equipment:	Curriculum Guide, and Internet access are critical for enriched instructional effectiveness, relevance, and retention.

Units of Study	Knowledge and Skills	Student Expectations	Resources (key on last page)
I. Historical, Theoretical, and Research Perspectives			
<p>A. Major theorists</p> <p>B. Explanation of major theories using real world examples</p> <p>C. Critique of major theories</p> <p>D. Use of theory to predict and explain individual and group behavior and guidance techniques</p> <p>E. Pedagogy vs. andragogy</p>	<p>(1) The student understands historical, theoretical, and research perspectives of human growth and development.</p>	<p>(A) explain the role of theories in understanding human development</p> <p>(B) describe theoretical perspectives that influence human development throughout the lifespan</p> <p>(C) summarize historical influences on modern theories of human development</p> <p>(D) compare and contrast the research methods commonly used to study human development</p> <p>(E) compare and contrast pedagogy and andragogy</p>	<ul style="list-style-type: none"> • CDCC • CDTIG • CEY • DC • HPPP • IP • UP

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II. Child Development			
<p>A. Nutritional needs before and during pregnancy</p> <p>B. Impact of nutrition on the development of the fetus</p> <p>C. Nutritional guidelines</p> <p>D. Safety and wellness</p> <ol style="list-style-type: none"> 1. Childhood illnesses 2. Immunizations 3. Fitness 	(2) The student understands the importance of prenatal care in the development of a child.	<p>(A) describe nutritional needs prior to and during pregnancy</p> <p>(B) analyze reasons for medical care and good health practices prior to and during pregnancy</p> <p>(C) outline stages of prenatal development</p> <p>(D) discuss the role of genetics in prenatal development</p> <p>(E) determine environmental factors affecting development of the fetus</p>	<ul style="list-style-type: none"> • PPCC • PPTIG • PTC • American Academy of Pediatrics www.aap.org • Centers for Disease Control and Prevention www.cdc.gov • Kids Health www.kidshealth.org • Women's Health www.womenshealth.gov
III. Care and Protection of Children			
<p>A. Major economic factors affecting learning and educational practice</p> <ol style="list-style-type: none"> 1. Explaining factors using real world examples 2. Relating factors to local funding issues <p>B. Family structures</p> <p>C. Child abuse</p> <p>D. Health care and safety of children</p>	(7) The student understands the importance of care and protection of children.	<p>(A) determine agencies and services that protect the rights of children</p> <p>(B) summarize various resources focusing on children</p> <p>(C) predict the impact of changing demographics and cultural diversity on the health and welfare of children</p>	<ul style="list-style-type: none"> • CDCC • CDTIG • CEY • DC • Prevent Child Abuse America www.preventchildabuse.org • Texas Council on Family Violence www.tcfv.org • Texas Department of Family and Protective Services www.dfps.state.tx.us

Units of Study	Knowledge and Skills	Student Expectations	Resources (key on last page)
IV. Newborn to Two Years			
<p>A. Physical milestones</p> <p>B. Nutritional guidelines</p> <p>C. Safety and wellness</p> <ol style="list-style-type: none"> 1. Childhood illnesses 2. Immunizations 3. Fitness <p>D. Child abuse and prevention</p> <ol style="list-style-type: none"> 1. SIDS 2. Shaken baby syndrome <p>E. Family structure changes</p> <p>F. Brain structure</p> <p>G. Major theorists</p> <p>H. Explanation of major theories using real world examples</p> <p>I. Critique of major theories</p> <p>J. Use of theory to predict and explain individual and group behavior and guidance techniques</p>	<p>(3) The student understands the development of children ages newborn through two years.</p>	<p>(A) analyze the physical, emotional, social, and cognitive development of infants and toddlers</p> <p>(B) analyze various developmental theories relating to infants and toddlers</p> <p>(C) discuss the influences of the family and society on the infant and toddler</p> <p>(D) summarize strategies for optimizing the development of infants and toddlers, including those with special needs</p> <p>(E) determine techniques that promote the health and safety of infants and toddlers</p> <p>(F) determine developmentally appropriate guidance techniques for children in the first two years of life</p>	<ul style="list-style-type: none"> • CDCC • CDTIG • CEY • DC • PRR • PTC • American Academy of Pediatrics www.aap.org • Centers for Disease Control and Prevention www.cdc.gov • Kids Health www.kidshealth.org • My Pyramid www.mypyramid.gov • Nutrition www.nutrition.gov • Zero to Three www.zerotothree.org

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V. Three to Five			
<p>A. Physical milestones</p> <p>B. Nutritional guidelines</p> <p>C. Safety and wellness</p> <p>D. Physical fitness</p> <p>E. Impact of social factors on learning</p> <p>F. Stages of emotional development</p> <p>G. Child abuse and prevention</p> <p>H. Family structure changes</p> <p>I. Brain structure</p> <p>J. Major theorists</p> <p>K. Explanation of major theories using real world examples</p> <p>L. Critique of major theories</p> <p>M. Use of theory to predict and explain individual and group behavior and guidance techniques</p>	<p>(4) The student understands the development of children ages three through five years.</p>	<p>(A) analyze the physical, emotional, social, and cognitive development of preschoolers</p> <p>(B) analyze various developmental theories relating to preschoolers</p> <p>(C) discuss the influences of the family and society on preschoolers</p> <p>(D) summarize strategies for optimizing the development of preschoolers, including those with special needs</p> <p>(E) determine techniques that promote the health and safety of preschoolers</p> <p>(F) determine developmentally appropriate guidance techniques for preschoolers</p>	<ul style="list-style-type: none"> • CDCC • CDTIG • CEY • DC • American Academy of Pediatrics www.aap.org • Centers for Disease Control and Prevention www.cdc.gov • Kids Health www.kidshealth.org • My Pyramid www.mypyramid.gov • Nutrition www.nutrition.gov • Prevent Child Abuse America www.preventchildabuse.org • Texas Council on Family Violence www.tcfv.org • Texas Department of Family and Protective Services www.dfps.state.tx.us • Zero to Three www.zerotothree.org

Units of Study	Knowledge and Skills	Student Expectations	Resources (key on last page)
VI. Six to Ten Years			
<p>A. Physical milestones</p> <p>B. Nutritional guidelines</p> <p>C. Safety and wellness</p> <p>D. Impact of social factors on learning</p> <p>E. Stages of emotional development</p> <p>F. Child abuse and prevention</p> <p>G. Family structure changes</p> <p>H. Brain structure</p> <p> 1. Optimizing developmental stages</p> <p> 2. Addressing special needs.</p> <p>I. Major theorists</p> <p>J. Explanation of major theories using real world examples</p> <p>K. Critique of major theories</p> <p>L. Use of theory to predict and explain individual and group behavior and guidance techniques</p>	<p>(5) The student understands the development of children ages six through ten years.</p>	<p>(A) analyze the physical, emotional, social, and cognitive development of children in the early to middle childhood stage of development</p> <p>(B) analyze various developmental theories relating to children in the early to middle childhood stage of development</p> <p>(C) discuss the influences of the family and society on children in the early to middle childhood stage of development</p> <p>(D) summarize strategies for optimizing the development of children in the early to middle childhood stage of development, including those with special needs</p> <p>(E) determine techniques that promote the health and safety of children in the early to middle childhood stage of development</p> <p>(F) determine developmentally appropriate guidance techniques for children in the early to middle childhood stage of development</p>	<ul style="list-style-type: none"> • HPPP • IP • UP • CDCC • CDTIG • CEY • DC • HPPP • IP • UP • American Academy of Pediatrics www.aap.org • Centers for Disease Control and Prevention www.cdc.gov • Kids Health www.kidshealth.org • My Pyramid www.mypyramid.gov • Nutrition.gov www.nutrition.gov • Prevent Child Abuse America www.preventchildabuse.org • Texas Council on Family Violence www.tcfv.org • Texas Department of Family and Protective Services www.dfps.state.tx.us

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VII. Eleven to Nineteen Years			
<p>A. Physical development</p> <p>B. Nutritional guidelines</p> <p>C. Safety and wellness</p> <ol style="list-style-type: none"> 1. Childhood Illness 2. Immunizations 3. Fitness <p>D. Impact of social factors on learning</p> <p>E. Stages of emotional development</p> <p>F. Family structure changes</p> <p>G. Brain structure</p> <ol style="list-style-type: none"> 1. Optimizing developmental stages 2. Addressing special needs <p>H. Major theorists</p> <p>I. Explanation of major theories using real world examples</p> <p>J. Critique of major theories</p> <p>K. Use of theory to predict and explain individual and group behavior and guidance techniques</p>	(6) The student understands the development of adolescents ages 11 through 19 years.	<p>(A) analyze the biological and cognitive development of adolescents</p> <p>(B) analyze the emotional and social development of adolescents</p> <p>(C) discuss various theoretical perspectives relevant to adolescent growth and development</p> <p>(D) discuss the influences of the family and society on adolescents</p> <p>(E) determine appropriate guidance techniques for adolescents</p>	<ul style="list-style-type: none"> • CDCC • CDTIG • CEY • DC • HPPP • IP • UP • American Academy of Pediatrics www.aap.org • Centers for Disease Control and Prevention www.cdc.gov • Kids Health www.kidshealth.org • My Pyramid www.mypyramid.gov • National Institute on Drug Abuse www.nida.nih.gov/NIDAHome.html • Nutrition.gov www.nutrition.gov • National Institute on Drug Abuse for Teens www.teens.drugabuse.gov/index.php

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VIII. Twenty to Thirty-Nine			
<p>A. Physical and cognitive development</p> <p>B. Nutritional guidelines</p> <p>C. Safety and wellness</p> <ol style="list-style-type: none"> 1. Drugs 2. Alcohol 3. Physical fitness <p>D. Stages of emotional, moral, and social development</p> <p>E. Family and social relationships</p> <p>F. Societal and cultural awareness in early adulthood</p> <p>G. Major theorists</p> <p>H. Explanation of major theories using real world examples</p> <p>I. Critique of major theories</p> <p>J. Use of theory to predict and explain individual and group behavior and guidance techniques</p>	<p>(8) The student understands the development of adults ages 20 through 39 years.</p>	<p>(A) analyze various development theories relating to early adults, including biological and cognitive development</p> <p>(B) analyze various development theories relating to early adults, including emotional, moral, and psychosocial development</p> <p>(C) discuss the influences of society and culture on early adults</p> <p>(D) discuss the importance of family, human relationships, and social interaction for early adults</p>	<ul style="list-style-type: none"> • HPPP • IP • UP • Centers for Disease Control and Prevention www.cdc.gov • My Pyramid www.mypyramid.gov • Nutrition www.nutrition.gov • National Institute on Drug Abuse www.nida.nih.gov/NIDAHome.html • Prevent Child Abuse America www.preventchildabuse.org

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IX. Forty to Sixty-Five			
<p>A. Physical and cognitive development</p> <p>B. Safety and wellness 1. Nutrition 2. Physical fitness</p> <p>C. Stages of emotional, moral, and social development</p> <p>D. Family and social relationships</p> <p>E. Societal and cultural awareness in late adulthood</p> <p>F. Major theorists</p> <p>G. Explanation of major theories using real world examples</p> <p>H. Critique of major theories</p> <p>I. Use of theory to predict and explain individual and group behavior and guidance techniques</p>	<p>(9) The student understands the development of adults ages 40 through 65 years.</p>	<p>(A) analyze various development theories relating to middle adults, including biological and cognitive development</p> <p>(B) analyze various development theories relating to middle adults, including emotional, moral, and psychosocial development</p> <p>(C) discuss the influences of society and culture on middle adults</p> <p>(D) discuss the importance of family, human relationships, and social interaction for middle adults</p>	<ul style="list-style-type: none"> • HPPP • IP • SOACG • UP • American Association of Retired Persons www.aarp.org • Centers for Disease Control and Prevention www.cdc.gov • My Pyramid www.mypyramid.gov • Nutrition www.nutrition.gov

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X. Sixty-Six Plus			
<p>A. Physical and cognitive development</p> <p>B. Safety and wellness 1. Nutrition 2. Physical fitness</p> <p>C. Stages of emotional, moral, and social development</p> <p>D. Family and social relationships</p> <p>E. Societal and cultural awareness in late adulthood</p> <p>F. Major theorists</p> <p>G. Explanation of major theories using real world examples</p> <p>H. Critique of major theories</p> <p>I. Use of theory to predict and explain individual and group behavior and guidance techniques</p>	<p>(10) The student understands the development of adults 66 years and older.</p>	<p>(A) analyze various development theories relating to those within the stage of late adulthood, including biological and cognitive development</p> <p>(B) analyze various development theories relating to those within the stage of late adulthood, including emotional, moral, and psychosocial development</p> <p>(C) discuss the influences of society and culture on those within the stage of late adulthood</p> <p>(D) discuss the importance of family, human relationships, and social interaction for those within the stage of late adulthood</p>	<ul style="list-style-type: none"> • HPPP • IP • SOACG • UP • American Association of Retired Persons www.aarp.org • Centers for Disease Control and Prevention www.cdc.gov • My Pyramid www.mypyramid.gov • Nutrition www.nutrition.gov

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XI. Career Preparation			
<p>A. Synthesizing multiple sources of information</p> <p>B. Strategies for effective human relationship and communication skills</p> <p>C. Careers found in the Education and Training Cluster</p> <p>D. Exploring career descriptions</p> <p>E. Job skills and responsibilities</p> <p>F. Work ethic</p> <p>G. Advancement opportunities</p> <p>H. Salary and fringe benefits</p> <p>I. Impact on lifestyle</p>	(11) The student understands the skills necessary for career preparation.	<p>(A) demonstrate skills, characteristics, and responsibilities of leaders and effective team members</p> <p>(B) demonstrate effective methods and obligations for securing, maintaining, and terminating employment</p> <p>(C) practice human-relation skills</p> <p>(D) demonstrate effective verbal, non-verbal, written, and electronic communication skills</p>	<ul style="list-style-type: none"> • CC • CCCC • CF • CICC • CSCC • CSTIG • EC • LE • SWW • Achieve Texas www.achievetexas.org • America's Career Info net www.acinet.org/acinet/ • Family, Career, and Community Leaders of America - TEXAS www.texasfccla.org • Labor Market and Career Information www.lmci.state.tx.us • National Research Center for Career and Technical Education www.nccte.org • Texas Workforce Commission www.twc.state.tx.us • Occupational Outlook Handbook www.bls.gov/oco • U.S. Department of Labor www.dol.gov

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XII. Opportunities in Education and Training			
<p>A. Evaluation of self-assessments</p> <p>B. Job opportunities</p> <p>C. Occupational Outlook Handbook</p> <p>D. Personal interests survey</p> <p>E. Self assessments, aptitudes, interests, abilities</p>	<p>(12) The student explores opportunities available in education and training.</p>	<p>(A) assess personal interests, aptitudes, and abilities as related to the various stages of human growth and development</p> <hr/> <p>(B) evaluate employment and entrepreneurial opportunities and education requirements in the educational field of interest</p> <hr/> <p>(C) propose short-and long-term education and career goals</p>	<ul style="list-style-type: none"> • Achieve Texas www.achievetexas.org • America's Career Info net www.acinet.org/acinet/ • Labor Market and Career Information (LMCI) www.lmci.state.tx.us • National Research Center for Career and Technical Education www.nccte.org • Texas Workforce Commission www.twc.state.tx.us • Occupational Outlook Handbook www.bls.gov/oco • U.S. Department of Labor www.dol.gov

Units of Study	Knowledge and Skills	Student Expectations	Resources (key on last page)
Resources: Books			
CC	Career Choices (text with online access), Academic Innovations, 2003		ISBN: 1878787004
CCCC	Career Connections Curriculum Caddy, CEV Multimedia, Ltd., 2004		ISBN: 1569186936
CDCC	Child Development, Curriculum Caddy, CEV Multimedia, Ltd., 2004		ISBN: 1569186731
CDTIG	Child Development Teacher's Instructional Guide, Curriculum Center for FCS, 2008		www.depts.ttu.edu/hs/ccfcs
CEY	Children: The Early Years, Goodheart-Willcox Company, 2006		ISBN: 9781590705858
CF	Careers in Focus, Goodheart-Willcox, 2003		ISBN: 1566378826
CICC	Career Investigations Curriculum Caddy, CEV Multimedia, Ltd., 2004		ISBN: 1569186456
CSCC	Career Studies Curriculum Caddy, CEV Multimedia, Ltd., 2004		ISBN: 1569186499
CSTIG	Career Studies Teacher's Instructional Guide, Curriculum Center for FCS, 2001		www.depts.ttu.edu/hs/ccfcs
DC	The Developing Child, Glencoe/McGraw-Hill Division, 2004		ISBN: 0078462568
EC	Exploring Careers, Glencoe/McGraw-Hill Division 2004		ISBN: 0078456444
FSW	From School to Work, Goodheart-Willcox Company, 2006		ISBN: 9781590705599
HPPP	Holt Psychology: Principles in Practice, Holt McDougal, 2003		ISBN: 0030646383
IP	Introduction to Psychology 6/E, Holt McDougal, 2002		ISBN: 000534580262
LE	Learning for Earning, Goodheart-Willcox Company 2006		ISBN: 9781590705513
PPCC	Preparation for Parenting Curriculum Caddy, CEV Multimedia, Ltd., 2004		ISBN: 1569186723
PPTIG	Preparation for Parenting Teacher's Instructional Guide, Curriculum Center for FCS, 2001		www.depts.ttu.edu/hs/ccfcs
PRR	Parenting: Rewards and Responsibilities, Glencoe/McGraw-Hill Division, 2003		ISBN: 0078298334
PTC	Parents and Their Children, Goodheart-Willcox, 2004		ISBN: 159070116X
SOACG	Services for Older Adults Curriculum Guide, Reference Book, Student Activity Book, Curriculum Center for FCS, 2004		www.depts.ttu.edu/hs/ccfcs
SWW	Succeeding In The World of Work, Glencoe/McGraw-Hill Division, 2003		ISBN: 0078280338
UP	Understanding Psychology, Glencoe/McGraw-Hill Division, 2003		ISBN: 0078285712

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Resources: Websites			
American Academy of Pediatrics	www.aap.org		
American Association of Retired Persons	www.aarp.org		
America's Career InfoNet	www.acinet.org/acinet/		
Achieve Texas	www.achievetexas.org		
Centers for Disease Control and Prevention	www.cdc.gov		
Family, Career, and Community Leaders of America - TEXAS	www.texasfccla.org		
Kids Health	www.kidshealth.org		
Labor Market and Career Information	www.lmci.state.tx.us		
My Pyramid	www.mypyramid.gov		
Nutrition	www.nutrition.gov		
National Institute on Drug Abuse	www.nida.nih.gov/NIDAHome.html		
NIDA for teens	www.teens.drugabuse.gov/index.php		
National Research Center for Career and Technical Education	www.nccte.org		
Prevent Child Abuse America	www.preventchildabuse.org		
Texas Council on Family Violence	www.tcfv.org		
Texas Department of Family and Protective Services	www.dfps.state.tx.us/		
Texas Workforce Commission	www.twc.state.tx.us		
United States Department of Labor	www.dol.gov		
Women's Health	www.womenshealth.gov		
Zero to Three	www.zerotothree.org		