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Critical Thinking

Disciplined thinking that is clear, rational, open minded and based on evidence
Cumulative

Formed by the addition of new material of the same kind, integrating, summing up
Essential

Absolutely necessary
Problem Solving

Overcoming obstacles and finding a solution that best resolves an issue
Project Based Learning

Instructional approach built upon authentic learning activities that engage student interest and motivation
Recommended

Worthy of acceptance
TEXAS ESSENTIAL KNOWLEDGE AND SKILLS (TEKS) Human Growth and Development
(3) The student identifies the importance of a well-written business plan. The student is expected to:

(A) categorize a business plan and the need for a well-orchestrated business plan;

(B) research business plan outlines, resources, and templates using web search engines;

(C) explain a marketing plan, including price competition, non-price competition, market analysis, competition, marketing research, market segmentation, demographics, and sales forecasting;
(1) The student understands historical, theoretical, and research perspectives of human growth and development. The student is expected to:

(A) explain the role of theories in understanding human development;

(B) describe theoretical perspectives that influence human development throughout the lifespan;

(C) summarize historical influences on modern theories of human development;

(D) compare and contrast the research methods commonly used to study human development; and

(E) compare and contrast pedagogy and andragogy.
(2) 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;

(B) analyze reasons for medical care and good health practices prior to and during pregnancy;

(C) outline stages of prenatal development;

(D) discuss the role of genetics in prenatal development; and

(E) determine environmental factors affecting development of the fetus.
(3) 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;

(B) analyze various developmental theories relating to infants and toddlers;

(C) discuss the influences of the family and society on the infant and toddler;

(D) summarize strategies for optimizing the development of infants and toddlers, including those with special needs;

(E) determine techniques that promote the health and safety of infants and toddlers; and

(F) determine developmentally appropriate guidance techniques for children in the first two years of life.
(4) 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;

(B) analyze various developmental theories relating to preschoolers;

(C) discuss the influences of the family and society on preschoolers;

(D) summarize strategies for optimizing the development of preschoolers, including those with special needs;

(E) determine techniques that promote the health and safety of preschoolers; and

(F) determine developmentally appropriate guidance techniques for preschoolers.
(5) 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;

(B) analyze various developmental theories relating to children in the early to middle childhood stage of development;

(C) discuss the influences of the family and society on children in the early to middle childhood stage of development;

(D) summarize strategies for optimizing the development of children in the early to middle childhood stage of development, including those with special needs;

(E) determine techniques that promote the health and safety of children in the early to middle childhood stage of development; and

(F) determine developmentally appropriate guidance techniques for children in the early to middle childhood stage of development.
(6) 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;
(B) analyze the emotional and social development of adolescents;
(C) discuss various theoretical perspectives relevant to adolescent growth and development;
(D) discuss the influences of the family and society on adolescents; and
(E) determine appropriate guidance techniques for adolescents.
(7) The student understands the importance of care and protection of children. The student is expected to:

(A) determine agencies and services that protect the rights of children;
(B) summarize various resources focusing on children;
(C) predict the impact of changing demographics and cultural diversity on the health and welfare of children;
(D) analyze forms, causes, effects, prevention, and treatment of child abuse;
(E) explain the impact of appropriate health care and safety of children; and
(F) discuss responsibilities of citizens, legislation, and public policies affecting children.
(8) 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;

(B) analyze various development theories relating to early adults, including emotional, moral, and psychosocial development;

(C) discuss the influences of society and culture on early adults; and

(D) discuss the importance of family, human relationships, and social interaction for early adults.
(9) 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;
(B) analyze various development theories relating to middle adults, including emotional, moral, and psychosocial development;
(C) discuss the influences of society and culture on middle adults; and
(D) discuss the importance of family, human relationships, and social interaction for middle adults.
(10) 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;

(B) analyze various development theories relating to those within the stage of late adulthood, including emotional, moral, and psychosocial development;

(C) discuss the influences of society and culture on those within the stage of late adulthood; and

(D) discuss the importance of family, human relationships, and social interaction for those within the stage of late adulthood.
The student understands the skills necessary for career preparation. The student is expected to:

(A) demonstrate skills, characteristics, and responsibilities of leaders and effective team members;

(B) demonstrate effective methods and obligations for securing, maintaining, and terminating employment;

(C) practice human-relation skills; and

(D) demonstrate effective verbal, non-verbal, written, and electronic communication skills.
(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;

(B) evaluate employment and entrepreneurial opportunities and education requirements in the educational field of interest; and

(C) propose short- and long-term education and career goals.
End of Course Project Options
A Week in the Life of ……..

• A senior activity center manager
• An elementary school counselor
• Create a scenario for a fictitious ___________
   lifestyle: marital status, number of children, employment
• Create a 24 hour log for seven days
• Document and account for all 168 hours
Develop a Comprehensive/End of Course Test

Criteria: must equal 100 points and cover material from the entire course.

- 10 T/F questions
- 10 fill in the blank questions
- 10 multiple choice questions
- 10 short answer questions
- 1 essay question
- Include test key
Series of Video Clips/Documentary

- Select a topic - general or topic specific
  - focus on careers
  - technical skills
  - safety issues
- Video tape segments
- Create a documentary
Interview Documentary

- Select a topic
- Develop a series of interview questions
- Video tape interviews
- Create a multimedia documentary
Diary/Journal Entries

- Two week detailed Diary or Journal
  - day care center employee
  - senior citizen
  - single father of two teenaged sons
Web Page/Newsletter

Develop a Web Page or Newsletter Template with examples, for this class.
Database of

- Develop a database of ..........
  - local agencies and organizations
    - potential guest speakers
    - student volunteer opportunities
Entrepreneurship Project/Extensive Business Plan

- Investigate business plan formats
- Develop a business plan for owning your business
- If you began an entrepreneurship project earlier this year, expand the existing business plan with added details
- See FCCLA Star Event
- See SkillsUSA Event
Multimedia Collection of Quotes

- Research and compile a collection of quotes and their authors
- Must relate to each student expectation for this course
Service Learning Project

- Develop a Service Learning Project along with a Service-Learning Project Evaluation
- Emphasize our course TEKS
- For additional information on service learning see: http://www.servicelearningtexas.org
Course Time Capsule

- To be opened by next year’s (semester’s) new students
- Include “Artifacts” that reflect the course TEKS/contents of the course.
  - photos
  - favorite class projects
  - course syllabus
- Written log and justification for each included items
Student Memory Book

- Scrap book of the semester/year course
- May include:
  - course TEKS
  - favorite activities/lessons/pictures
  - course likes and dislikes
  - classmate autographs/comments
  - suggestions for improving the presentation of course content
- Personal reflection on what you learned from this course
- Include how you plan to use the information now and in the future
School-to-Work Project

- Determine the correlation between the course TEKS and preparing for the real world of work in this career field
  - explore one career field
  - explore a variety of career fields
  - format can vary- story board, multi-media
  - may include interviews or video clips
Student as Researcher

- Conduct research on a topic, information or questions of personal interest related to the course TEKS
- Include a five+ page typed paper with cited resources and references.
- Check with English teacher for suggested style—APA, MLA
Career College Readiness Resource Kit

- Select a career
- Determine degree
  - degree plans
  - specialized certifications
- Investigate colleges/universities
  - Applications
  - Entrance exam fees
- Personal goals/timelines
Other Project Option Ideas?
Websites:

- **Achieve Texas**
  - A college and career initiative designed to help students (and their parents) make wise education choices. It is based on the belief that the curricula of the 21st century should combine *rigorous* academics and *relevant* career education.  
  - [http://www.achievetexas.org/in](http://www.achievetexas.org/in)

- **Texas Education Agency**
  - Texas Essential Knowledge and Skills. The mission of the Texas Education Agency is to provide leadership, guidance and resources to help schools meet the educational needs of all students.  
  - [http://ritter.tea.state.tx.us/rules/tac/chapter130/index.html](http://ritter.tea.state.tx.us/rules/tac/chapter130/index.html)