Introductory Lesson:

Human Growth and Development
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A journey of a thousand miles must begin with a single step.

-Lao Tzu
Career and Technical Education (CTE)
Career and Technical Education (CTE)

**Definition #1:**
Career and technical education (CTE) instruction aims at developing foundational skills, core workplace competencies, and specific skill competencies in various occupational areas.

**Definition #2:**
prepares young people to manage the dual roles of family member and wage earner and enable students to gain entry-level employment in a high-skill, high-wage job and/or to continue their education.
Career and Technical Education (CTE)

Internships, practicum courses, career preparation courses, dual enrollment programs, and apprenticeships are a few venues that deliver career and technical education by providing meaningful opportunities for learners to apply their academic and technical skills.
Career and Technical Education

Historical Side Notes:

In the past, Career and Technical Education (CTE) was organized by program areas, but is now organized by career clusters.

Example:

Family and Consumer Sciences (program area) courses are now located in five career clusters:

• Arts, AV Technology and Communication (Fashion Design courses)
• Architecture and Construction (Interior Design courses)
• Education and Training
• Hospitality and Tourism
• Human Services
Career and Technical Education (CTE)

• You are currently enrolled in the course Human Growth and Development
• Human Growth and Development is a CTE course
• You are a CTE student
• I am a CTE instructor
Career Clusters™

Agriculture, Food & Natural Resources
Processing, production, distribution, and development of agricultural commodities and natural resources

Architecture & Construction
Designing, managing, building, and maintaining the built environment

Arts, A/V Technology & Communications
Creating, exhibiting, performing, and publishing multimedia content

Business Management & Administration
Organizing, directing, and evaluating functions essential to productive business operations

Government & Public Administration
Executing governmental functions at the local, state, and federal levels

Education & Training
Providing education and training services, and related learning support services

Finance
Financial and investment planning, banking, insurance, and business financial management

Health Science
Providing diagnostic and therapeutic services, health informatics, support services, and biotechnology research

Hospitality & Tourism
Managing restaurants and other food services, lodging, attractions, recreation events, and travel-related services

Information Technology
Designing, supporting, and managing hardware, software, multimedia, and systems integration

Information Technology
Providing legal, public safety, protective, and homeland security services

Human Services
Providing for families and serving human needs

Marketing
Performing marketing activities to reach organizational objectives

Manufacturing
Processing materials into intermediate or final products

Science, Technology, Engineering & Mathematics
Performing scientific research and professional and technical services

Transportation, Distribution & Logistics
Managing movement of people, materials, and goods by road, pipeline, air, rail, and water

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Career Clusters

Agriculture, Food & Natural Resources
- Processing, production, distribution, and development of agricultural commodities and natural resources

Architecture & Construction
- Designing, managing, building, and maintaining the built environment

Arts, A/V Technology & Communications
- Creating, exhibiting, performing, and publishing multimedia content

Business Management & Administration
- Organizing, directing, and evaluating functions essential to productive business operations

Education & Training
- Providing education and training services, and related learning support services

Finance
- Financial and investment planning, banking, insurance, and business financial management

Government & Public Administration
- Executing governmental functions at the local, state, and federal levels

Health Science
- Providing diagnostic and therapeutic services, health informatics, support services, and biotechnology research

Hospitality & Tourism
- Managing restaurants and other food services, lodging, attractions, recreation events, and travel-related services

Human Services
- Providing for families and serving human needs

Information Technology
- Designing, supporting, and managing hardware, software, multimedia, and systems integration

Law, Public Safety, Corrections & Security
- Providing legal, public safety, protective, and homeland security services

Manufacturing
- Processing materials into intermediate or final products

Marketing
- Performing marketing activities to reach organizational objectives

Science, Technology, Engineering & Mathematics
- Performing scientific research and professional and technical services

Transportation, Distribution & Logistics
- Managing movement of people, materials, and goods by road, pipeline, air, rail, and water

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Human Growth and Development

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Education and Training

TEA Recommended Coherent Sequence of Courses

Principles of Education & Training

Human Growth & Development

Instructional Practice in Education & Training

Practicum in Education & Training
Sequence of courses available in our district/campus
Education and Training Programs of Study

– Administration and Administrative Support

– Professional Support Services

– Teaching and Training
### Career and Technical Education (CTE)

#### Human Growth and Development

<table>
<thead>
<tr>
<th>Career Cluster</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>Programs of Study</td>
<td>Description</td>
</tr>
<tr>
<td>Administration and Administrative Support</td>
<td>Planning, managing and providing education and training services, and related learning support services</td>
</tr>
<tr>
<td>Professional Support Services</td>
<td></td>
</tr>
<tr>
<td>Teaching and Training</td>
<td></td>
</tr>
</tbody>
</table>
Planning, managing and providing education and training services, and related learning support services.

**Sample Career Specialties / Occupations**
- Elementary and Secondary Superintendents, Principals, Administrators
- Supervisors and Instructional Coordinators
- Education Researchers, Test Measurement Specialists / Assessment Specialists
- College Presidents, Deans, Department Chairs, Program Coordinators
- Post-Secondary Administrators
- Curriculum Developers
- Instructional Media Designers
- Education and Training Technician
- Labor Relations Managers/Specialists
- Psychologists - Clinical, Developmental, Social
- Social Workers
- Parent Educators
- Counselors
- Program Advisors
- Financial Aid Advisors
- Career Counselors/ Advisors
- Career and Employment Placement Counselors
- Speech-Language Pathologists and Audiologists
- Instructional Resources Coordinator
- Technology Support Administrator
- Database Administrators/AV Specialists
- Distance Education Coordinator
- Human Resources Manager
- Organization Development Specialist
- Training Manager/Coordinator
- Instructional Coordinators
- Museum Coordinators/Technicians
- Media Coordinators/Specialists
- Instructional Media Designer
- Preschool, Kindergarten Teachers, Aides
- Elementary Teachers, Aides
- Secondary/CTE Teachers, Aides
- Special Education Teachers, Aides
- College/University Lecturers, Professors
- Human Resource Trainers
- Physical Trainers
- Professional Coaches
- Preschool & Child Care Program Directors
- Child Care Assistants/Workers
- Child Life Specialist
- Nanny
- Early Childhood Teachers and Assistants
- Instructional Systems Specialist
- Corporate Trainers and Educators
- Adult Literacy Teachers
- Librarians/Assistant/ Technicians

**Pathways**
- Administration and Administrative Support
- Professional Support Services
- Teaching/Training

**Cluster Knowledge and Skills**
- Academic Foundations
- Communications
- Problem Solving and Critical Thinking
- Information Technology Applications
- Systems
- Safety, Health and Environmental
- Leadership and Teamwork
- Ethics and Legal Responsibilities
- Employability and Career Development
- Technical Skills

2008-2009
Education and Training
Possible Program of Study
TEACHER
## Teaching/Training

### Career Goal

**O*NET Code:**
- Teacher, Elementary School (25-2021)
- Middle School (25-2022)
- Career & Technical Education (25-2023/25-2022)
- Secondary School (25-2031)
- Special Education (25-2041/25-2043)
- Coach (27-2022)
- Postsecondary (25-1000)

### SUGGESTED COURSEWORK

#### Middle School

<table>
<thead>
<tr>
<th>Grade</th>
<th>Core Courses</th>
<th>Career-Related Electives</th>
</tr>
</thead>
<tbody>
<tr>
<td>8th</td>
<td>English I, Algebra I, Biology</td>
<td>Principles of Education and Training</td>
</tr>
<tr>
<td>9th</td>
<td>English II, Geometry, Chemistry</td>
<td></td>
</tr>
<tr>
<td>10th</td>
<td>English III, Algebra II, Physics</td>
<td>Instructional Practice in Education and Training or Languages other than English III</td>
</tr>
</tbody>
</table>

#### High School

<table>
<thead>
<tr>
<th>Grade</th>
<th>Core Courses</th>
<th>Career-Related Electives</th>
</tr>
</thead>
<tbody>
<tr>
<td>9th</td>
<td>English I, Algebra I, Biology</td>
<td></td>
</tr>
<tr>
<td>10th</td>
<td>English II, Geometry, Chemistry</td>
<td></td>
</tr>
<tr>
<td>11th</td>
<td>English III, Algebra II, Physics</td>
<td></td>
</tr>
<tr>
<td>12th</td>
<td>English IV, AP Statistics, AP Environmental Science</td>
<td></td>
</tr>
</tbody>
</table>

#### Postsecondary

- **Bachelor Degrees**
  - Multidisciplinary Studies: Bilingual Education
  - Developmental & Adult Education
  - Early Childhood Education
  - Education Instructional Technology
  - Elementary Education
  - Higher Education
  - Secondary Education
  - Special Education

- **Graduate Degrees**
  - Early Childhood Education
  - Education Instructional Technology
  - Elementary Education
  - Higher Education
  - Secondary Education
  - Special Education

### EXTENDED LEARNING EXPERIENCES

#### Curricular Experiences
- Family Career and Community Leaders of America
- Texas Association of Future Educators
- Language Immersion Programs
- 4-H Youth Development
- School Newspaper
- Speech & Debate Team
- Student Government
- UIL Academic Competitions
- Yearbook

#### Career Learning Experiences
- Internship
- Job Shadowing
- Before/After-School Aide
- Community Service Volunteer
- Peer Tutoring / Peer Mentoring
- Summer-Camp Counselor

#### Professional Associations
- Association of Texas Professional Educators
- National Education Association
- Phi Delta Kappa International
- Texas Classroom Teachers Association
- Texas Community College Teachers Association
- Texas State Teachers Association
- Discipline-Specific Professional Association

#### COLLEGE CREDIT OPPORTUNITIES -- High School

- Students should take Advanced Placement (AP), International Baccalaureate (IB), dual credit, Advanced Technical Credit (ATC), or locally articulated courses (Tech Prep), if possible. List those courses that count for college credit on your campus.

### On-the-Job Training

- Community Youth Services Aide
- Educational Aide I
- Library Aide
- Preschool Aide/Work
- Recreational Aide
- Teacher Assistant
- HeartSaver® CPR
- HeartSaver First Aid
- OSHA CareerSafe
- Assistant Teacher
- Recreation Attendant

### Certification

- Career Options:
  - Educational Aide I
  - After-School Program Supv., Assistant Teacher
  - Group Worker/Assistant
  - Ref Enrichment Teacher
  - Recreation Attendant

- Career Options:
  - Adult Educator
  - Coach
  - Cooperative Extension Agent
  - Elementary Teacher
  - Secondary Teacher
  - Special Education Teacher

- Career Options:
  - Secondary Teacher
  - Special Education Specialist
  - University Instructor/Professor

- Students may select other elective courses for personal enrichment purposes.

This plan of study serves as a guide, along with other career planning materials, for promoting career paths and is based on the most recent information as of 2009. All plans meet high school graduation requirements as well as college entrance requirements.
Sample Career Options

• Adult Educator
• Coach
• Cooperative Extension Agent
• Elementary Teacher
• Secondary Teacher
• Special Education Teacher
EDUCATIONAL ADMINISTRATOR
### Administration & Administrative Support

**Career Goal (O*NET Code):** Elementary/Secondary Education Administrator (11-9032), Postsecondary Education Administrator (11-9033), Instructional Coordinator (25-9031)

**Student Name:**

**Grade:**

**School:**

### Suggested Coursework

#### High School

<table>
<thead>
<tr>
<th>Middle School</th>
<th>HS Courses:</th>
</tr>
</thead>
<tbody>
<tr>
<td>8th</td>
<td>(Local districts may list high school credit courses here)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>9th</th>
<th>Core Courses:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>English I</td>
</tr>
<tr>
<td></td>
<td>Algebra I</td>
</tr>
<tr>
<td></td>
<td>Biology</td>
</tr>
<tr>
<td></td>
<td>World Geography</td>
</tr>
<tr>
<td></td>
<td>Languages other than English I</td>
</tr>
<tr>
<td></td>
<td>Physical Education</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>10th</th>
<th>Career-Related Electives:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Principles of Education and Training</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>10th</th>
<th>Core Courses:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>English II</td>
</tr>
<tr>
<td></td>
<td>Geometry</td>
</tr>
<tr>
<td></td>
<td>Chemistry</td>
</tr>
<tr>
<td></td>
<td>World History</td>
</tr>
<tr>
<td></td>
<td>Languages other than English II</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>11th</th>
<th>Career-Related Electives:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Human Growth and Development or Child Development or Business Information Management I</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>12th</th>
<th>Core Courses:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>English III</td>
</tr>
<tr>
<td></td>
<td>Algebra II</td>
</tr>
<tr>
<td></td>
<td>Physics</td>
</tr>
<tr>
<td></td>
<td>United States History</td>
</tr>
<tr>
<td></td>
<td>Professional Communications</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>12th</th>
<th>Career-Related Electives:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Instructional Practice in Education and Training or Languages other than English III</td>
</tr>
</tbody>
</table>

### Extended Learning Experiences

<table>
<thead>
<tr>
<th>Corericular Experiences:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Business Professionals of America</td>
</tr>
<tr>
<td>Family, Career and Community Leaders of America</td>
</tr>
<tr>
<td>Future Business Leaders of America</td>
</tr>
<tr>
<td>Texas Association of Future Educators</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Extracurricular Exp:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Language Immersion 2</td>
</tr>
<tr>
<td>School Newspaper</td>
</tr>
<tr>
<td>School Organization 6</td>
</tr>
<tr>
<td>Student Government</td>
</tr>
<tr>
<td>UIL Academic Competitions</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Service Learning Exp:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Campus Service Org</td>
</tr>
<tr>
<td>Community Service</td>
</tr>
<tr>
<td>Dynamic Leadership</td>
</tr>
<tr>
<td>Peer Tutoring / Peer Education</td>
</tr>
<tr>
<td>STOP the Violence</td>
</tr>
</tbody>
</table>

### College Credit Opportunities – High School

<table>
<thead>
<tr>
<th>Core Courses:</th>
</tr>
</thead>
<tbody>
<tr>
<td>English IV</td>
</tr>
<tr>
<td>AP Statistics</td>
</tr>
<tr>
<td>AP Environmental Science</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Career-Related Electives:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Practicum in Education and Training or Problems and Solutions or Languages other than English IV</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Community Youth Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>Library Aide</td>
</tr>
<tr>
<td>Preschool Aide/Worker</td>
</tr>
<tr>
<td>School Office Assistant</td>
</tr>
</tbody>
</table>

### Professional Association:

- Association of Texas Professional Educators
- National Association of Secondary School Principals
- Phi Delta Kappa
- Texas Association of Secondary School Principals
- Texas Association of School Psychologists
- Texas Classroom Teachers
- Texas Community College Teachers Association
- Texas State Teachers Association
- Discipline-Specific Profesional Associations

### Teaching: Specialization in

- Education
- Teacher Assistant/Aide
- Early Childhood

### Administration/Principal

- Adult Educator
- Curriculum Devp. Specialist

### Graduate Degree

- Middle School Teacher
- Secondary Teacher

### Undergraduate Degree

- Adult, Prof, and Community Education
- Curriculum and Instruction
- Educational Administration
- Leadership

### Subject Specific Degree with Teacher Certification

- Elementary Education
- Higher Education Research
- Secondary Education

This plan of study serves as a guide, along with other career planning materials, for pursuing a career path information as of 2009. All plans meet high school graduation requirements as well as college entrance. All rights reserved.
PROFESSIONAL SUPPORT SERVICES
# Professional Support Services

**Career Goal (O*NET Code):** Educational, Vocational, & School Counselor (21-1012), Child, Family & School Social Worker (21-1021).

## Middle School - 8th

**Core Courses:**
- English I
- Algebra I
- Biology
- World Geography
- Languages other than English I
- Physical Education

**Career-Related Electives:**
- Principles of Education and Training

## High School - 9th

**Core Courses:**
- English II
- Geometry
- Chemistry
- World History
- Languages other than English II

**Career-Related Electives:**
- Human Growth and Development or Child Development or Interpersonal Studies or Psychology
- Principles of Education and Training

## High School - 10th

**Core Courses:**
- English III
- Algebra II
- Physics
- United States History
- Professional Communications

**Career-Related Electives:**
- Instructional Practice in Education and Training or Languages other than English III

## High School - 11th

**Core Courses:**
- English IV
- AP Statistics
- AP Environmental Science
- Government/Economics
- Fine Arts

**Career-Related Electives:**
- Practicum in Education and Training or Problems and Solutions or Languages other than English IV

## High School - 12th

**Educational Aide I**
- Library Aide
- Preschool Aide/Worker
- School Office Assistant
- Teacher Assistant

**On-the-Job Training**
- Educational Aide I
- OSHA CareerSafe

**Certificates**
- Teaching: Specification in EC4; 4-8; 8-12; BC12
- Education: Education Aide
- Teacher Assistant/Aide

**Career Options:**
- Educational Aide I

## Postsecondary Bachelor Degree

**Graduate Program**
- Counseling & Human Development
- Counseling Psychology

**School Counseling:**
- Counselor Education & Supervision
- Education Counseling
- Educational Psychology
- Guidance & Counseling
- School Counseling
- Secondary Education

**Career Options:**
- Counseling Psychologist
- Counselor Educator
- Social Services Worker

**Career Options:**
- Social Services Worker
- Special Education Teacher

**Professional Associate**
- Associate of Texas Education Agency
- National Association of School Psychology

**Career Options:**
- Inclusion Specialist
- Social Services Specialist

**Career Options:**
- Social Services Specialist

This plan of study serves as a guide, along with other career planning materials, for pursuing a career path. Information as of 2009. All plans meet high school graduation requirements, as well as college entrance requirements.
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.
TEXAS ESSENTIAL KNOWLEDGE AND SKILLS (TEKS)
Human Growth and Development

(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.
TEXAS ESSENTIAL KNOWLEDGE AND SKILLS (TEKS) 
Human Growth and Development

(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.
(11) 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-
Human Growth and Development
Next Lesson

Overview of Human Growth and Development course topics.
Career and Technical Education (CTE)

Human Growth and Development

Programs of Study
- Administration and Administrative Support
- Professional Support Services
- Teaching and Training

Description
Planning, managing and providing education and training services, and related learning support services

The Cluster icon above is used with permission of the State’s Career Clusters Initiative, 2007. For more information visit www.careerclusters.org
Resources and References

* AchieveTexas
  Education initiative designed to prepare students for a lifetime of success.
  http://www.achievetexas.org

* Learning that Works for America sponsored by The National Association of State Directors of Career Technical Education Consortium (NASDCTEc). Aims to support an innovative CTE system that prepares individuals to succeed in education and their careers.
  http://www.careertech.org/career-clusters/glance/at-a-glance.html

* 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