

Human Growth and Development

Subject: Career Development and Career and Technical Education

Grade: 10

Expectations: 67

Breakouts: 161

(a) Introduction.

1. Career and technical education instruction provides content aligned with challenging academic standards, industry-relevant technical knowledge, and college and career readiness skills for students to further their education and succeed in current and emerging professions.
2. The Education and Training Career Cluster focuses on planning, managing, and providing education and training services and related learning support services.
3. Human Growth and Development is an examination of human development across the lifespan with emphasis on research, theoretical perspectives, and common physical, cognitive, emotional, and social developmental milestones. Students use the knowledge and skills gained in this course to prepare for a career path working with children in an educational or service learning setting. The course covers material that is generally taught in a postsecondary, one-semester introductory course in developmental psychology or human development.
4. Students are encouraged to participate in extended learning experiences such as career and technical student organizations and other leadership or extracurricular organizations.
5. Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.

(b) Knowledge and Skills Statements

- (1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:
 - (A) demonstrate written communication skills;
 - (i) demonstrate written communication skills
 - (B) perform job-appropriate numerical and arithmetic applications;
 - (i) perform job-appropriate numerical applications
 - (ii) perform job-appropriate arithmetic applications
 - (C) practice various forms of communication such as verbal and non-verbal communication used in educational and career settings;
 - (i) practice various forms of communication used in educational settings
 - (ii) practice various forms of communication used in career settings
 - (D) exhibit teamwork skills;
 - (i) exhibit teamwork skills

- (E) apply decision-making skills;
 - (i) apply decision-making skills
 - (F) implement problem-solving techniques;
 - (i) implement problem-solving techniques
 - (G) describe and apply conflict management skills;
 - (i) describe conflict management skills
 - (ii) apply conflict management skills
 - (H) describe and demonstrate effective leadership skills;
 - (i) describe effective leadership skills
 - (ii) demonstrate effective leadership skills
 - (I) update a professional portfolio with portfolio components such as a resume and samples of work;
 - (i) update a professional portfolio with portfolio components
 - (J) demonstrate professionalism; and
 - (i) demonstrate professionalism
 - (K) describe effective work ethic practices.
 - (i) describe effective work ethic practices
- (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;
 - (i) explain the role of theories in understanding human development
 - (B) describe theoretical perspectives regarding influences on human development throughout the lifespan;
 - (i) describe theoretical perspectives regarding influences on human development throughout the lifespan
 - (C) summarize how historical theories influence modern theories of human development;
 - (i) summarize how historical theories influence modern theories of human development
 - (D) compare research methods commonly used to study human development; and
 - (i) compare research methods commonly used to study human development
 - (E) compare pedagogy and andragogy.
 - (i) compare pedagogy and andragogy
- (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;
 - (i) describe nutritional needs prior to pregnancy
 - (ii) describe nutritional needs during pregnancy

- (B) explain reasons for medical care and good health practices prior to and during pregnancy;
 - (i) explain reasons for medical care prior to pregnancy
 - (ii) explain reasons for medical care during pregnancy
 - (iii) explain reasons for good health practices prior to pregnancy
 - (iv) explain reasons for good health practices during pregnancy
 - (C) outline stages of prenatal development;
 - (i) outline stages of prenatal development
 - (D) discuss the role of genetics in prenatal development; and
 - (i) discuss the role of genetics in prenatal development
 - (E) identify environmental factors affecting development of the fetus.
 - (i) identify environmental factors affecting development of the fetus
- (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;
 - (i) analyze the physical development of infants
 - (ii) analyze the physical development of toddlers
 - (iii) analyze the emotional development of infants
 - (iv) analyze the emotional development of toddlers
 - (v) analyze the social development of infants
 - (vi) analyze the social development of toddlers
 - (vii) analyze the cognitive development of infants
 - (viii) analyze the cognitive development of toddlers
 - (B) analyze various developmental theories relating to infants and toddlers;
 - (i) analyze various developmental theories relating to infants
 - (ii) analyze various developmental theories relating to toddlers
 - (C) investigate the influences of the family and society on the infant and toddler;
 - (i) investigate the influences of the family on the infant
 - (ii) investigate the influences of the family on the toddler
 - (iii) investigate the influences of society on the infant
 - (iv) investigate the influences of society on the toddler
 - (D) summarize strategies for optimizing the development of infants and toddlers, including those with special needs;
 - (i) summarize strategies for optimizing the development of infants, including those with special needs
 - (ii) summarize strategies for optimizing the development of toddlers, including those with special needs

- (E) determine techniques that promote the health and safety of infants and toddlers; and
 - (i) determine techniques that promote the health of infants
 - (ii) determine techniques that promote the health of toddlers
 - (iii) determine techniques that promote the safety of infants
 - (iv) determine techniques that promote the safety of toddlers
 - (F) determine developmentally appropriate guidance techniques for children in the first two years of life.
 - (i) determine developmentally appropriate guidance techniques for children in the first two years of life
- (5) The student understands the development of children ages 3 through 5 years. The student is expected to:
- (A) analyze the physical, emotional, social, and cognitive development of preschoolers;
 - (i) analyze the physical development of preschoolers
 - (ii) analyze the emotional development of preschoolers
 - (iii) analyze the social development of preschoolers
 - (iv) analyze the cognitive development of preschoolers
 - (B) analyze various developmental theories relating to preschoolers;
 - (i) analyze various developmental theories relating to preschoolers
 - (C) investigate the influences of the family and society on preschoolers;
 - (i) investigate the influences of the family on preschoolers
 - (ii) investigate the influences of society on preschoolers
 - (D) summarize strategies for optimizing the development of preschoolers, including those with special needs;
 - (i) 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
 - (i) determine techniques that promote the health of preschoolers
 - (ii) determine techniques that promote the safety of preschoolers
 - (F) compare and suggest developmentally appropriate guidance techniques for preschoolers.
 - (i) compare developmentally appropriate guidance techniques for preschoolers.
 - (ii) suggest developmentally appropriate guidance techniques for preschoolers.
- (6) The student understands the development of children ages 6 through 11 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;
 - (i) analyze the physical development of children in the early to middle childhood stage of development
 - (ii) analyze the emotional development of children in the early to middle childhood stage of development
 - (iii) analyze the social development of children in the early to middle childhood stage of development
 - (iv) analyze the 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;
 - (i) analyze various developmental theories relating to children in the early to middle childhood stage of development
 - (C) investigate the influences of the family and society on children in the early to middle childhood stage of development;
 - (i) investigate the influences of the family on children in the early to middle childhood stage of development
 - (ii) investigate the influences of 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;
 - (i) 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
 - (i) determine techniques that promote the health of children in the early to middle childhood stage of development
 - (ii) determine techniques that promote the safety of children in the early to middle childhood stage of development
 - (F) compare and suggest developmentally appropriate guidance techniques for children in the early to middle childhood stage of development.
 - (i) compare developmentally appropriate guidance techniques for children in the early to middle childhood stage of development
 - (ii) suggest developmentally appropriate guidance techniques for children in the early to middle childhood stage of development
- (7) The student understands the development of adolescents ages 12 through 19 years. The student is expected to:
- (A) analyze the biological and cognitive development of adolescents;
 - (i) analyze the biological development of adolescents
 - (ii) analyze the cognitive development of adolescents
 - (B) analyze the emotional and social development of adolescents;
 - (i) analyze the emotional development of adolescents
 - (ii) analyze the social development of adolescents
 - (C) discuss various theoretical perspectives relevant to adolescent growth and development;
 - (i) discuss various theoretical perspectives relevant to adolescent growth
 - (ii) discuss various theoretical perspectives relevant to adolescent development
 - (D) investigate the influences of the family and society on adolescents;
 - (i) investigate the influences of the family on adolescents
 - (ii) investigate the influences of society on adolescents

- (E) summarize strategies for optimizing the development of adolescents, including those with special needs;
 - (i) summarize strategies for optimizing the development of adolescents, including those with special needs
 - (F) determine techniques that promote the health and safety of adolescents; and
 - (i) determine techniques that promote the health of adolescents
 - (ii) determine techniques that promote the safety of adolescents
 - (G) compare and suggest developmentally appropriate guidance techniques for adolescents.
 - (i) compare developmentally appropriate guidance techniques for adolescents.
 - (ii) suggest developmentally appropriate guidance techniques for adolescents
- (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;
 - (i) determine services provided by agencies that protect the rights of children
 - (ii) determine services provided by agencies that protect the rights of adolescents
 - (B) summarize various resources focusing on the care and protection of children and adolescents;
 - (i) summarize various resources focusing on the care of children
 - (ii) summarize various resources focusing on the care of adolescents
 - (iii) summarize various resources focusing on the protection of children
 - (iv) summarize various resources focusing on the protection of adolescents
 - (C) discuss the impact of changing demographics and cultural diversity on the health and welfare of children and adolescents;
 - (i) discuss the impact of changing demographics on the health of children
 - (ii) discuss the impact of changing demographics on the health of adolescents
 - (iii) discuss the impact of changing demographics on the welfare of children
 - (iv) discuss the impact of changing demographics on the welfare of adolescents
 - (v) discuss the impact of cultural diversity on the health of children
 - (vi) discuss the impact of cultural diversity on the health of adolescents
 - (vii) discuss the impact of cultural diversity on the welfare of children
 - (viii) discuss the impact of cultural diversity on the welfare of adolescents
 - (D) analyze forms, causes, effects, prevention, and treatment of child abuse;
 - (i) analyze forms of child abuse
 - (ii) analyze causes of child abuse
 - (iii) analyze effects of child abuse
 - (iv) analyze prevention of child abuse
 - (v) analyze treatment of child abuse

- (E) explain the impact of appropriate health care and importance of safety for children and adolescents; and
 - (i) explain the impact of appropriate health care for children
 - (ii) explain the impact of appropriate health care for adolescents
 - (iii) explain the importance of safety for children
 - (iv) explain the importance of safety for adolescents
 - (F) discuss responsibilities of community members, legislation, and public policies related to care and protection of children and adolescents.
 - (i) discuss responsibilities of community members related to care of children
 - (ii) discuss responsibilities of community members related to care of adolescents
 - (iii) discuss responsibilities of community members related to protection of children
 - (iv) discuss responsibilities of community members related to protection of adolescents
 - (v) discuss responsibilities of legislation related to care of children
 - (vi) discuss responsibilities of legislation related to care of adolescents.
 - (vii) discuss responsibilities of legislation related to protection of children
 - (viii) discuss responsibilities of legislation related to protection of adolescents
 - (ix) discuss responsibilities of public policies related to care of children
 - (x) discuss responsibilities of public policies related to care of adolescents
 - (xi) discuss responsibilities of public policies related to protection of children
 - (xii) discuss responsibilities of public policies related to protection of adolescents
- (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;
 - (i) analyze various development theories relating to early adults, including biological development
 - (ii) analyze various development theories relating to early adults, including cognitive development
 - (B) analyze various development theories relating to early adults, including emotional, moral, and psychosocial development;
 - (i) analyze various development theories relating to early adults, including emotional development
 - (ii) analyze various development theories relating to early adults, including moral development
 - (iii) analyze various development theories relating to early adults, including psychosocial development
 - (C) investigate the influences of society and culture on early adults; and
 - (i) investigate the influences of society on early adults
 - (ii) investigate the influences of culture on early adults

(D) discuss the importance of family, human relationships, and social interaction for early adults.

- (i) discuss the importance of family for early adults
- (ii) discuss the importance of human relationships for early adults
- (iii) discuss the importance of social interaction for early adults

(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;

- (i) analyze various development theories relating to middle adults, including biological development
- (ii) analyze various development theories relating to middle adults, including cognitive development

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

- (i) analyze various development theories relating to middle adults, including emotional development
- (ii) analyze various development theories relating to middle adults, including moral development
- (iii) analyze various development theories relating to middle adults, including psychosocial development

(C) investigate the influences of society and culture on middle adults; and

- (i) investigate the influences of society on middle adults
- (ii) investigate the influences of culture on middle adults

(D) discuss the importance of family, human relationships, and social interaction for middle adults.

- (i) discuss the importance of family for middle adults
- (ii) discuss the importance of human relationships for middle adults
- (iii) discuss the importance of social interaction for middle adults

(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;

- (i) analyze various development theories relating to those within the stage of late adulthood, including biological development
- (ii) analyze various development theories relating to those within the stage of late adulthood, including cognitive development

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

- (i) analyze various development theories relating to those within the stage of late adulthood, including emotional development
- (ii) analyze various development theories relating to those within the stage of late adulthood, including moral development
- (iii) analyze various development theories relating to those within the stage of late adulthood, including psychosocial development

- (C) investigate the influences of society and culture on those within the stage of late adulthood; and
 - (i) investigate the influences of society on those within the stage of late adulthood
 - (ii) investigate the influences of culture on those within the stage of late adulthood
 - (D) discuss the importance of family, human relationships, and social interaction for those within the stage of late adulthood.
 - (i) discuss the importance of family for those within the stage of late adulthood
 - (ii) discuss the importance of human relationships for those within the stage of late adulthood
 - (iii) discuss the importance of social interaction for those within the stage of late adulthood
- (12) The student explores career opportunities available in education and training and human services. The student is expected to:
- (A) assess personal interests, aptitudes, and abilities as related to the various occupations within education and training and human services;
 - (i) assess personal interests as related to the various occupations within education and training
 - (ii) assess personal interests as related to the various occupations within human services
 - (iii) assess personal aptitudes as related to the various occupations within education and training
 - (iv) assess personal aptitudes as related to the various occupations within human services
 - (v) assess personal abilities as related to the various occupations within education and training
 - (vi) assess personal abilities as related to the various occupations within human services
 - (B) evaluate employment and entrepreneurial opportunities, including education requirements in a field of interest; and
 - (i) evaluate employment opportunities, including education requirements in a field of interest
 - (ii) evaluate entrepreneurial opportunities, including education requirements in a field of interest
 - (C) identify effective methods for securing part-time or entry-level employment in positions that prepare students for careers in education and training or human services.
 - (i) identify effective methods for securing part-time or entry-level employment in positions that prepare students for careers in education and training or human services