



Scope and Sequence

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. Curriculum Guide, textbooks, and Internet access are critical for enriched instructional effectiveness, relevance, and retention.

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

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Units of Study	Knowledge and Skills	Student Expectations	Resources
		(E) compare and contrast pedagogy and andragogy	
II. Child Development			
A. Nutritional needs before and during pregnancy B. Impact of nutrition on the development of the fetus C. Nutritional guidelines D. Safety and wellness 1. Childhood illnesses 2. Immunizations 3. Fitness	(2) The student understands the importance of prenatal care in the development of a child.	(A) describe nutritional needs prior to and during pregnancy	• PPCC • PPTIG • PTC • American Academy of Pediatrics www.aap.org • American Pregnancy Association americanpregnancy.org/index.htm • BabyCenter www.babycenter.com • Centers for Disease Control and Prevention www.cdc.gov • KidsHealth kidshealth.org/parent/firstaid_safe/ • March of Dimes www.marchofdimes.com • Mayo Clinic www.mayoclinic.com/health/FirstAidIndex/FirstAidIndex • Parenting www.parenting.com • WebMD – Health and Pregnancy www.webmd.com/baby/default.htm • WomensHealth womenshealth.gov • www.womenshealth.gov/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	
		(E) determine environmental factors affecting development of the fetus	
III. Care and Protection of Children			
A. Major economic factors affecting learning and educational practice 1. Explaining factors using real world examples 2. Relating factors to local funding issues	(7) The student understands the importance of care and protection of children.	(A) determine agencies and services that protect the rights of children	• CEY • CDCC • CDTIG • DC • Prevent Child Abuse America www.preventchildabuse.org/index.shtml • Texas Council on Family Violence www.tcfv.org/
		(B) summarize various resources focusing on children	
		(C) predict the impact of changing demographics and cultural diversity on the health and welfare of children	

Units of Study	Knowledge and Skills	Student Expectations	Resources
B. Family structures C. Child Abuse D. Health care and safety 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 (F) discuss responsibilities of citizens, legislation, and public policies affecting children	• Texas Department of Family and Protective Services www.dfps.state.tx.us/
IV. Newborn to Two Years			
A. Physical milestones B. Nutritional guidelines C. Safety and wellness 1. Childhood illnesses 2. Immunizations 3. Fitness D. Child abuse and prevention 1. SIDS 2. Shaken baby syndrome E. Family structure changes F. Brain structure	(3) The student understands the development of children ages newborn through two years.	(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	• CDCC • CDTIG • CEY • DC • PRR • PTC • American Academy of Pediatrics www.aap.org • BabyCenter www.babycenter.com • Centers for Disease Control and Prevention www.cdc.gov/ncbddd/child/ • KidsHealth www.kidshealth.org • Mayo Clinic www.mayoclinic.com/health/FirstAidIndex/FirstAidIndex • MyPyramid www.mypyramid.gov • Nutrition.gov www.nutrition.gov

Units of Study	Knowledge and Skills	Student Expectations	Resources
G. Major theorists H. Explanation of major theories using real world examples I. Critique of major theories J. Use of theory to predict and explain individual and group behavior and guidance techniques		(F) determine developmentally appropriate guidance techniques for children in the first two years of life	<ul style="list-style-type: none"> • Parenting www.parenting.com • Shaken Baby Syndrome aboutshakenbaby.com/ • Zero to Three www.zerotothree.org
V. Three to Five			
A. Physical milestones B. Nutritional guidelines C. Safety and wellness D. Physical fitness E. Impact of social factors on learning F. Stages of emotional development G. Child abuse and prevention	(4) The student understands the development of children ages three through five years.	(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	<ul style="list-style-type: none"> • CDCC • CDTIG • CEY • DC • American Academy of Pediatrics www.aap.org • BabyCenter www.babycenter.com • Centers for Disease Control and Prevention www.cdc.gov/ncbddd/child/ • KidsHealth www.kidshealth.org • Mayo Clinic www.mayoclinic.com/health/FirstAidIndex/FirstAidIndex • MyPyramid www.mypyramid.gov • Nutrition.gov www.nutrition.gov

Units of Study	Knowledge and Skills	Student Expectations	Resources
H. Family structure changes I. Brain structure J. Major theorists K. Explanation of major theories using real world examples L. Critique of major theories M. Use of theory to predict and explain individual and group behavior and guidance techniques		(F) determine developmentally appropriate guidance techniques for preschoolers	<ul style="list-style-type: none"> • Parenting www.parenting.com • Prevent Child Abuse America www.preventchildabuse.org/index.shtml • 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
VI. Six to Ten Years			
A. Physical milestones B. Nutritional guidelines C. Safety and wellness D. Impact of social factors on learning E. Stages of emotional development F. Child abuse and prevention G. Family structure changes H. Brain structure 1. Optimizing developmental	(5) The student understands the development of children ages six through ten years.	(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	<ul style="list-style-type: none"> • CDCC • CDTIG • CEY • DC • HPPP • IP • UP • American Academy of Pediatrics www.aap.org • BabyCenter www.babycenter.com • Centers for Disease Control and Prevention www.cdc.gov/ncbddd/child/ • KidsHealth www.kidshealth.org • Mayo Clinic www.mayoclinic.com/health/FirstAidIndex/FirstAidIndex • MyPyramid www.mypyramid.gov • Nutrition.gov www.nutrition.gov

Units of Study	Knowledge and Skills	Student Expectations	Resources
stages 2. Addressing special needs I. Major theorists J. Explanation of major theories using real world examples K. Critique of major theories L. Use of theory to predict and explain individual and group behavior and guidance techniques		(E) determine techniques that promote the health and safety of children in the early to middle childhood stage of development (F) determine developmentally appropriate guidance techniques for children in the early to middle childhood stage of development	• Parenting www.parenting.com • Prevent Child Abuse America www.preventchildabuse.org/index.shtml • Texas Council on Family Violence www.tcfv.org/ • Texas Department of Family and Protective Services www.dfps.state.tx.us
VII. Eleven to Nineteen Years			
A. Physical development B. Nutritional guidelines C. Safety and wellness 1. Drugs 2. Alcohol 3. Fitness D. Impact of social factors on	(6) The student understands the development of adolescents ages 11 through 19 years.	(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	• CDCC • CDTIG • CEY • DC • HPPP • IP • UP • American Academy of Pediatrics www.aap.org • Centers for Disease Control and

Units of Study	Knowledge and Skills	Student Expectations	Resources
learning E. Stages of emotional development F. Family structure changes G. Brain structure 1. Optimizing developmental stages 2. Addressing special needs H. Major theorists I. Explanation of major theories using real world examples J. Critique of major theories K. Use of theory to predict and explain individual and group behavior and guidance techniques		(E) determine appropriate guidance techniques for adolescents	Prevention www.cdc.gov/ncbddd/child/ • D.A.R.E. www.dare.com/home/default.asp • KidsHealth www.kidshealth.org • Mayo Clinic www.mayoclinic.com/health/FirstAidIndex/FirstAidIndex • MyPyramid www.mypyramid.gov • National Institute on Drug Abuse www.nida.nih.gov/NIDAHome.html • NIDA for Teens teens.drugabuse.gov/index.php • Nutrition.gov www.nutrition.gov • Parenting www.parenting.com
VIII. Twenty to Thirty-Nine			
A. Physical and cognitive development B. Nutritional guidelines C. Safety and wellness 1. Drugs 2. Alcohol 3. Physical fitness D. Stages of emotional, moral,	(8) The student understands the development of adults ages 20 through 39 years.	(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	• HPPP • IP • UP • Centers for Disease Control and Prevention www.cdc.gov/NCCDPHP/sgr/sgr.htm • MyPyramid www.mypyramid.gov • National Institute on Drug Abuse www.nida.nih.gov/NIDAHome.html • Nutrition.gov www.nutrition.gov • The President's Challenge Adult

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Units of Study	Knowledge and Skills	Student Expectations	Resources
and social development E. Family and social relationships F. Societal and cultural awareness in early adulthood G. Major theorists H. Explanation of major theories using real world examples I. Critique of major theories J. Use of theory to predict and explain individual and group behavior and guidance techniques		(D) discuss the importance of family, human relationships, and social interaction for early adults	Fitness www.presidentschallenge.org/home_adults.aspx
IX. Forty to Sixty-Five			
A. Physical and cognitive development B. Safety and wellness 1. Nutrition 2. Physical fitness C. Stages of emotional, moral, and social development D. Family and social	(9) The student understands the development of adults ages 40 through 65 years.	(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	• HPPP • IP • UP • SOACG • AARP www.aarp.org/ • Centers for Disease Control and Prevention www.cdc.gov/NCCDPHP/sgr/sgr.htm • MyPyramid www.mypyramid.gov • Nutrition.gov www.nutrition.gov • The President's Challenge Adult

Units of Study	Knowledge and Skills	Student Expectations	Resources
relationships E. Societal and cultural awareness in late adulthood F. Major theorists G. Explanation of major theories using real world examples H. Critique of major theories I. Use of theory to predict and explain individual and group behavior and guidance techniques		(D) discuss the importance of family, human relationships, and social interaction for middle adults	Fitness www.presidentschallenge.org/home_adults.aspx
X. Sixty-Six Plus			
A. Physical and cognitive development B. Safety and wellness 1. Nutrition 2. Physical fitness C. Stages of emotional, moral, and social development D. Family and social relationships	(10) The student understands the development of adults ages 66 years and older.	(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	<ul style="list-style-type: none"> • HPPP • IP • UP • SOACG • AARP www.aarp.org/ • Centers for Disease Control and Prevention www.cdc.gov/NCCDPHP/sgr/sgr.htm • MyPyramid www.mypyramid.gov • Nutrition.gov www.nutrition.gov • The President's Challenge Adult Fitness www.presidentschallenge.org/home_adults.aspx

Units of Study	Knowledge and Skills	Student Expectations	Resources
E. Societal and cultural awareness in late adulthood F. Major theorists G. Explanation of major theories using real world examples H. Critique of major theories I. Use of theory to predict and explain individual and group behavior and guidance techniques		(D) discuss the importance of family, human relationships, and social interaction for those within the stage of late adulthood	ults.aspx
XI. Career Preparation			
A. Synthesizing multiple sources of information B. Strategies for effective human relationship and communication skills C. Careers found in the Education and Training Cluster D. Exploring career descriptions E. Job skills and responsibilities F. Work ethic	(11) The student understands the skills necessary for career preparation.	(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 (D) demonstrate effective verbal, non-verbal, written, and electronic communication skills	<ul style="list-style-type: none"> • CC • CCCC • CF • CICC • CCCC • CSTIG • EC • FSW • LE • SWW • Achieve Texas www.achievetexas.org • America's Career Infonet www.acinet.org/acinet/ • FCCLA www.texasfccla.org • Labor Market and Career Information

Units of Study	Knowledge and Skills	Student Expectations	Resources
G. Advancement opportunities H. Salary and fringe benefits I. Impact on lifestyle			(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

XII. Opportunities in Education and Training

A. Evaluation of self-assessments B. Job opportunities C. Occupational Outlook Handbook D. Personal interests survey E. Self assessments, aptitudes, interests, abilities	(12) The student explores opportunities available in education and training.	(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 (C) propose short- and long-term education and career goals	• Achieve Texas www.achievetexas.org • America's Career Infonet 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
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Resources: Books

CC	Career Choices (text with online access), Academic Innovations, 2003	1878787004
CCCC	Career Connections Curriculum Caddy, CEV Multimedia, Ltd., 2004	1569186936
CDCC	Child Development, Curriculum Caddy, CEV Multimedia, Ltd., 2004	1569186731
CF	Careers in Focus, Goodheart-Willcox, 2003	1566378826
CDTIG	Child Development Teacher's Instructional Guide, Curriculum Center for FCS, 2008	
CEY	Children: The Early Years, Goodheart-Willcox Company, 2006	9781590705858

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CICC	Career Investigations Curriculum Caddy, CEV Multimedia, Ltd., 2004		1569186456
CSCC	Career Studies Curriculum Caddy, CEV Multimedia, Ltd., 2004		1569186499
CSTIG	Career Studies Teacher's Instructional Guide, Curriculum Center for FCS, 2001		
DC	The Developing Child, Glencoe/McGraw-Hill Division, 2004		0078462568
EC	Exploring Careers, Glencoe/McGraw-Hill Division, 2004		0078456444
FSW	From School to Work, Goodheart-Willcox Company, 2006		9781590705599
HPPP	Holt Psychology: Principles in Practice, Holt McDougal, 2003		0030646383
IP	Introduction to Psychology 6/E, Holt McDougal, 2002		0534580262
LE	Learning for Earning, Goodheart-Willcox Company, 2006		9781590705513
LMCI	Labor Market and Career Information		
PPCC	Preparation for Parenting Curriculum Caddy, CEV Multimedia, Ltd., 2004		1569186723
PPTIG	Preparation for Parenting Teacher's Instructional Guide, Curriculum Center for FCS, 2001		
PRR	Parenting: Rewards and Responsibilities, Glencoe/McGraw-Hill Division, 2003		0078298334
PTC	Parents and Their Children, Goodheart-Willcox, 2004		159070116X
SOACG	Services for Older Adults Curriculum Guide, Reference Book, Student Activity Book, Curriculum Center for FCS, 2004		
SWW	Succeeding In The World of Work, Glencoe/McGraw-Hill Division, 2003		0078280338
UP	Understanding Psychology, Glencoe/McGraw-Hill Division, 2003		0078285712
Resources: Web Sites			
AARP		www.aarp.org	
Achieve Texas		www.achievetexas.org	
America's Career Infonet		www.acinet.org/acinet/	
American Academy of Pediatrics		www.aap.org	
American Pregnancy Association		http://americanpregnancy.org/index.htm	
BabyCenter		www.babycenter.com	
Centers for Disease Control and Prevention		www.cdc.gov	
Centers for Disease Control and Prevention		www.cdc.gov/NCCDPHP/sgr/sgr.htm	
Centers for Disease Control and Prevention		www.cdc.gov/ncbddd/child/	
D.A.R.E.		www.dare.com/home/default.asp	
FCCLA		www.texasfccla.org	
KidsHealth		http://kidshealth.org/parent/firstaid_safe/	
Labor Market and Career Information (LMCI)		www.lmci.state.tx.us	

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Units of Study	Knowledge and Skills	Student Expectations	Resources
March of Dimes			www.marchofdimes.com
Mayo Clinic			www.mayoclinic.com/health/FirstAidIndex/FirstAidIndex
MyPyramid			www.mypyramid.gov
National Institute on Drug Abuse			www.nida.nih.gov/NIDAHome.html
National Research Center for Career and Technical Education			www.nccte.org
NIDA for Teens			http://teens.drugabuse.gov/index.php
Nutrition.gov			www.nutrition.gov
Occupational Outlook Handbook			www.bls.gov/oco
Parenting			www.parenting.com
Prevent Child Abuse America			www.preventchildabuse.org/index.shtml
Shaken Baby Syndrome			http://aboutshakenbaby.com/
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
The President's Challenge Adult Fitness			www.presidentschallenge.org/home_adults.aspx
U.S. Department of Labor			www.dol.gov
WebMD – Health and Pregnancy			www.webmd.com/baby/default.htm
WomensHealth			http://womenshealth.gov
WomensHealth			www.womenshealth.gov/pregnancy/
Zero to Three			www.zerotothree.org