



Scope & Sequence

Course Name: Human Growth and Development TSDS PEIMS Code: 13014300		Course Credit: 1.0 Course Requirements: Recommended for students in Grades 10-12. Prerequisites: None. Recommended Prerequisite: Principles of Education and Training.
Course Description: 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. The course covers material that is generally taught in a postsecondary, one-semester introductory course in developmental psychology or human development.		
NOTE: This is a suggested scope and sequence for the course content. This content will work with any textbook or instructional materials. If locally adapted, make sure all TEKS are covered.		
Total Number of Periods Total Number of Minutes Total Number of Hours	175 Periods 7,875 Minutes 131.25 Hours	*Schedule calculations based on 175/180 calendar days. For 0.5 credit courses, schedule is calculated out of 88/90 days. Scope and sequence allows additional time for guest speakers, student presentations, field trips, remediation, extended learning activities, etc.
Unit Number, Title, and Brief Description	# of Class Periods* (assumes 45-minute periods) Total minutes per unit	TEKS Covered 130.163. (c) Knowledge and skills
Unit 1: Exploring Education and Training Opportunities	14 Periods 630 Minutes	(12) The student explores opportunities available in education and training. The student is expected to:



<p>Career and technical education instruction provides content aligned with challenging academic standards and relevant technical knowledge and skills for students to further their education and succeed in current or emerging professions. In this unit, students will explore opportunities available to them in this field. Students will partake in self-interest surveys and align their skills and interests with education and training opportunities. The culminating activity for this unit will have students propose short-term and long-term education and career goals.</p>		<ul style="list-style-type: none">(A) assess personal interests, aptitudes, and abilities as related to the various stages of human growth and development;(B) evaluate employment and entrepreneurial opportunities, including education requirements in the educational field of interest;(C) propose short-term and long-term education and career goals; and(D) demonstrate effective methods and obligations for securing, maintaining, and terminating employment.
<p>Unit 2: Researching the Past to Understand the Present</p> <p>This unit will have students research theoretical perspectives and historical influences that influence human development. The unit culminates with an activity in which students report on various pedagogy and andragogy used in human development.</p>	<p>14 Periods 630 Minutes</p>	<ul style="list-style-type: none">(2) The student understands historical, theoretical, and research perspectives of human growth and development throughout the lifespan. The student is expected to:<ul style="list-style-type: none">(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;



		<p>(D) compare and contrast the research methods commonly used to study human development; and</p> <p>(E) compare and contrast pedagogy and andragogy.</p>
<p>Unit 3: Prenatal Care Influence on Child Development</p> <p>This unit has students exploring the reason for prenatal care in improving child development. The culminating activity will have students determine environmental factors affecting development of the fetus.</p>	<p>14 Periods 630 Minutes</p>	<p>(3) The student understands the importance of prenatal care in the development of a child. The student is expected to:</p> <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; and</p> <p>(E) determine environmental factors affecting development of the fetus.</p>
<p>Unit 4: Child Development - Newborn through Two-Years of Age</p> <p>The Education and Training Career Cluster focuses on planning, managing, and providing education and training services and related learning support services. This unit covers aspects of child development from newborn through two-years of age. The culminating activity for this unit will have students summarize strategies for determining techniques that promote</p>	<p>14 Periods 630 Minutes</p>	<p>(4) The student understands the development of children ages newborn through two years. The student is expected to:</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>health and safety to optimize the development of infants and toddlers, including those with special needs.</p>		<ul style="list-style-type: none">(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.
<p>Unit 5: Child Development - Three-Years-through Five-Years Old</p> <p>This unit will cover the development of children from three- through five-years old. Students will explore changes that occur to children at this age and influences from society and family, which can effect that development. The culminating activity for this unit will have students determine techniques that promote health and safety to optimize the development of preschoolers, including those with special needs.</p>	<p>14 Periods 630 Minutes</p>	<p>(5) The student understands the development of children ages three through five years. The student is expected to:</p> <ul style="list-style-type: none">(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.



<p>Unit 6: Child Development - Six-Years-through Ten-Years Old</p> <p>This unit will cover the development of children from six- through ten-years old. Students will explore changes that occur to children at this age and influences from society and family, which can effect that development. The culminating activity for this unit will have students determine techniques that promote health and safety to optimize the development of these young school children, including those with special needs.</p>	<p>14 Periods 630 Minutes</p>	<p>(6) The student understands the development of children ages six through ten years. The student is expected to:</p> <ul style="list-style-type: none">(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.
<p>Unit 7: Child Development - Adolescents through Nineteen-Years Old</p> <p>This unit will cover child development from eleven- through nineteen-years old.</p>	<p>14 Periods 630 Minutes</p>	<p>(7) The student understands the development of adolescents ages 11 through 19 years. The student is expected to:</p> <ul style="list-style-type: none">(A) analyze the biological and cognitive development of adolescents;



<p>Students will explore changes that occur to young adults at this age and influences from society and family, which can effect that development. The culminating activity for this unit will have students determine techniques that promote health and safety to optimize the development of these young adults, including those with special needs.</p>		<ul style="list-style-type: none"> (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; (E) summarize strategies for optimizing the development of the adolescent; (F) determine techniques that promote the health and safety of the adolescent; and (G) determine developmentally appropriate guidance techniques for adolescents.
<p>Unit 8: Protective Services for Children and Adolescents</p> <p>This unit covers protective services available to children and the responsibilities citizens have in protecting all children. This unit will have students explore resources for children and adolescents and culminate with an activity in which students must explain the importance of appropriate health care and safety precautions for them.</p>	<p>14 Periods 630 Minutes</p>	<p>(8) The student understands the importance of care and protection of children and adolescents. The student is expected to:</p> <ul style="list-style-type: none"> (A) determine services provided by agencies that protect the rights of children and adolescents; (B) summarize various resources focusing on children and adolescents; (C) predict the impact of changing demographics and cultural diversity on the health and welfare of children and adolescents; (D) analyze forms, causes, effects, prevention, and treatment of child abuse;



		(E) explain the impact of appropriate health care and importance of safety for children and adolescents; and (F) discuss responsibilities of citizens, legislation, and public policies affecting children and adolescents.
Unit 9: Development of Adults Twenty through Thirty-Nine-Years Old Learning does not stop once children become adults. Human growth and development continues. This unit will cover the development of adults from the age of twenty to thirty-nine. Students will explore changes that occur in adults at this age and influences from society and family, which can effect that development. The culminating activity for this unit will have students determine techniques that promote health and safety to optimize the development of these adults, including those with special needs.	14 Periods 630 Minutes	(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; (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.
Unit 10: Development of Adults Forty through Sixty-Five-Years Old This unit will cover the development of older adults. Students will explore changes	14 Periods 630 Minutes	(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;



<p>that occur in adults between the ages of forty through sixty-five and influences from society and family, which can effect that development. The culminating activity for this unit will have students determine techniques that promote health and safety to optimize the development of these adults, including those with special needs.</p>		<ul style="list-style-type: none"> (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.
<p>Unit 11: Human Growth and Development of Seniors</p> <p>This unit will cover the human growth and development of seniors. Students will explore changes that occur in adults over the age of sixty-five and influences from society and family, which can effect that development. The culminating activity for this unit will have students determine techniques that promote health and safety to optimize the development of these adults, including those with special needs.</p>	<p>14 Periods 630 Minutes</p>	<p>(11) The student understands the development of adults ages 66 years and older. The student is expected to:</p> <ul style="list-style-type: none"> (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.
<p>Unit 12: Employability Skills</p> <p>Through group activities, students will demonstrate interpersonal and professional skills, such as: communication, cooperation, efficiency, leadership, and</p>	<p>7 Periods 315 Minutes</p>	<p>(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:</p> <ul style="list-style-type: none"> (A) demonstrate written communication;



<p>dependability. The unit culminates with a peer review evaluation and reflection upon skills needed for success in the workforce.</p>		<ul style="list-style-type: none"> (B) perform job-appropriate numerical and arithmetic application; (C) practice various forms of communication such as verbal and non-verbal communication used in educational and career settings; (D) exhibit teamwork skills; (E) apply decision-making skills; (F) implement problem-solving techniques; (G) acquire conflict management skills; (H) develop leadership skills; (I) demonstrate professionalism; and (J) develop effective work ethic practices.
<p>Unit 13: Preparing for That Career</p> <p>Students are encouraged to participate in extended learning experiences such as career and technical student organizations and other leadership or extracurricular organizations in education and training. In this unit, students will update their professional portfolio. Upon completion of the course, students will then present this to their network of people to increase their career opportunities in education and training.</p>	<p>14 Periods 630 Minutes</p>	<p>(13) The student documents technical knowledge and skills. The student is expected to:</p> <ul style="list-style-type: none"> (A) update professional portfolio components such as resume, samples of work, service learning log, assessment results, and mock scholarship applications; and (B) present the portfolio to interested stakeholders.