Texas CTE

Human Growth and Development (2021)

Adopted 2021

Demonstrates professional standards/employability skills as required by business and industry. The student is expected to: HG.1	**A.** demonstrate written communication skills; HG.1.A
	B. perform job-appropriate numerical and arithmetic applications; HG.1.B
	C. practice various forms of communication such as verbal and non-verbal communication used in educational and career settings; HG.1.C
	D. exhibit teamwork skills; HG.1.D
	E. apply decision-making skills; HG.1.E
	F. implement problem-solving techniques; HG.1.F
	G. describe and apply conflict management skills; HG.1.G
	H. describe and demonstrate effective leadership skills; HG.1.H
	I. update a professional portfolio with portfolio components such as a resume and samples of work; HG.1.I
	J. demonstrate professionalism; and HG.1.J
	K. describe effective work ethic practices. HG.1.K
Understands historical, theoretical, and research perspectives of human growth and development throughout the lifespan. The student is expected to: HG.2	**A.** explain the role of theories in understanding human development; HG.2.A
	B. describe theoretical perspectives regarding influences on human development throughout the lifespan; HG.2.B
	C. summarize how historical theories influence modern theories of human development; HG.2.C
	D. compare research methods commonly used to study human development; and HG.2.D
	compare pedagogy and andragogy. HG.2.E

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Understands the importance of prenatal care in the development of a child. The student is expected to: HG.3	**A.** describe nutritional needs prior to and during pregnancy; HG.3.A
	B. explain reasons for medical care and good health practices prior to and during pregnancy; HG.3.B
	C. outline stages of prenatal development; HG.3.C
	D. discuss the role of genetics in prenatal development; and HG.3.D
	E. identify environmental factors affecting development of the fetus. HG.3.E
Understands the development of children ages newborn through two years. The student is expected to: HG.4	**A.** analyze the physical, emotional, social, and cognitive development of infants and toddlers; HG.4.A
	B. analyze various developmental theories relating to infants and toddlers; HG.4.B
	C. investigate the influences of the family and society on the infant and toddler; HG.4.C
	D. summarize strategies for optimizing the development of infants and toddlers, including those with special needs; HG.4.D
	E. determine techniques that promote the health and safety of infants and toddlers; and HG.4.E
	F. determine developmentally appropriate guidance techniques for children in the first two years of life. HG.4.F
Understands the development of children ages 3 through 5 years. The student is expected to: HG.5	**A.** analyze the physical, emotional, social, and cognitive development of preschoolers; HG.5.A
	B. analyze various developmental theories relating to preschoolers; HG.5.B
	C. investigate the influences of the family and society on preschoolers; HG.5.C
	D. summarize strategies for optimizing the development of preschoolers, including those with special needs; HG.5.D
	E. determine techniques that promote the health and safety of preschoolers; and HG.5.E
	F. compare and suggest developmentally appropriate guidance techniques for preschoolers. HG.5.F
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; HG.6.A
	analyze various developmental theories relating to children in the early to middle childhood stage of development; HG.6.B

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	C. investigate the influences of the family and society on children in the early to middle childhood stage of development; HG.6.C
	D. summarize strategies for optimizing the development of children in the early to middle childhood stage of development, including those with special needs; HG.6.D
	E. determine techniques that promote the health and safety of children in the early to middle childhood stage of development; and HG.6.E
	F. compare and suggest developmentally appropriate guidance techniques for children in the early to middle childhood stage of development. HG.6.F
Understands the development of adolescents ages 12 through 19 years. The student is expected to: HG.7	**A.** analyze the biological and cognitive development of adolescents; HG.7.A
	B. analyze the emotional and social development of adolescents; HG.7.B
	C. discuss various theoretical perspectives relevant to adolescent growth and development; HG.7.C
	D. investigate the influences of the family and society on adolescents; HG.7.D
	E. summarize strategies for optimizing the development of adolescents, including those with special needs; HG.7.E
	F. determine techniques that promote the health and safety of adolescents; and HG.7.F
	G. compare and suggest developmentally appropriate guidance techniques for adolescents. HG.7.G
Understands the importance of care and protection of children and adolescents. The student is expected to: HG.8	**A.** determine services provided by agencies that protect the rights of children and adolescents; HG.8.A
	B. summarize various resources focusing on the care and protection of children and adolescents; HG.8.B
	C. discuss the impact of changing demographics and cultural diversity on the health and welfare of children and adolescents; HG.8.C
	D. analyze forms, causes, effects, prevention, and treatment of child abuse; HG.8.D
	E. explain the impact of appropriate health care and importance of safety for children and adolescents; and HG.8.E
	F. discuss responsibilities of community members, legislation, and public policies related to care and protection of children and adolescents. HG.8.F

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Understands the development of adults ages 20 through 39 years. The student is expected to: HG.9	**A.** analyze various development theories relating to early adults, including biological and cognitive development; HG.9.A
	B. analyze various development theories relating to early adults, including emotional, moral, and psychosocial development; HG.9.B
	C. investigate the influences of society and culture on early adults; and HG.9.C
	D. discuss the importance of family, human relationships, and social interaction for early adults. HG.9.D
Understands the development of adults ages 40 through 65 years. The student is expected to: HG.10	**A.** analyze various development theories relating to middle adults, including biological and cognitive development; HG.10.A
	B. analyze various development theories relating to middle adults, including emotional, moral, and psychosocial development; HG.10.B
	C. investigate the influences of society and culture on middle adults; and HG.10.C
	D. discuss the importance of family, human relationships, and social interaction for middle adults. HG.10.D
Understands the development of adults ages 66 years and older. The student is expected to: HG.11	**A.** analyze various development theories relating to those within the stage of late adulthood, including biological and cognitive development; HG.11.A
	B. analyze various development theories relating to those within the stage of late adulthood, including emotional, moral, and psychosocial development; HG.11.B
	C. investigate the influences of society and culture on those within the stage of late adulthood; and HG.11.C
	D. discuss the importance of family, human relationships, and social interaction for those within the stage of late adulthood. HG.11.D
Explores career opportunities available in education and training and human services. The student is expected to: HG.12	**A.** assess personal interests, aptitudes, and abilities as related to the various occupations within education and training and human services; HG.12.A
	B. evaluate employment and entrepreneurial opportunities, including education requirements in a field of interest; and HG.12.B
	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. HG.12.C