

# Human Growth and Development (2022)

Adopted 2022

The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to: **HG.1**

- A.** demonstrate written communication; **HG.1.A**
- B.** perform job-appropriate numerical and arithmetic application; **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.** acquire conflict management skills; **HG.1.G**
- H.** develop leadership skills; **HG.1.H**
- I.** demonstrate professionalism; and **HG.1.I**
- J.** develop effective work ethic practices. **HG.1.J**

The student 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 that influence human development throughout the lifespan; **HG.2.B**
- C.** summarize historical influences on modern theories of human development; **HG.2.C**
- D.** compare and contrast the research methods commonly used to study human development; and **HG.2.D**
- E.** compare and contrast pedagogy and andragogy. **HG.2.E**

The student understands the importance of prenatal care in the development

- A.** describe nutritional needs prior to and during pregnancy; **HG.3.A**

of a child. The student is expected to: **HG.3**

- B. analyze 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. determine environmental factors affecting development of the fetus. **HG.3.E****

The student 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. discuss 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****

The student understands the development of children ages three through five 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. discuss 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. determine developmentally appropriate guidance techniques for preschoolers. **HG.5.F****

The student understands the development of children ages six through ten years. The student is expected to: **HG.6**

- A. analyze the physical, emotional, social, and cognitive development of children in the early to middle childhood stage of development; **HG.6.A****
- B. analyze various developmental theories relating to children in the early to middle childhood stage of development; **HG.6.B****
- C. discuss the influences of the family and society on children in the early to middle childhood stage of development; **HG.6.C****

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- 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**
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- E.** determine techniques that promote the health and safety of children in the early to middle childhood stage of development; and **HG.6.E**
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- F.** determine developmentally appropriate guidance techniques for children in the early to middle childhood stage of development. **HG.6.F**
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The student understands the development of adolescents ages 11 through 19 years. The student is expected to: **HG.7**

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- A.** analyze the biological and cognitive development of adolescents; **HG.7.A**
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- B.** analyze the emotional and social development of adolescents; **HG.7.B**
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- C.** discuss various theoretical perspectives relevant to adolescent growth and development; **HG.7.C**
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- D.** discuss the influences of the family and society on adolescents; **HG.7.D**
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- E.** summarize strategies for optimizing the development of the adolescent; **HG.7.E**
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- F.** determine techniques that promote the health and safety of the adolescent; and **HG.7.F**
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- G.** determine developmentally appropriate guidance techniques for adolescents. **HG.7.G**
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The student understands the importance of care and protection of children and adolescents. The student is expected to: **HG.8**

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- A.** determine services provided by agencies that protect the rights of children and adolescents; **HG.8.A**
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- B.** summarize various resources focusing on children and adolescents; **HG.8.B**
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- C.** predict the impact of changing demographics and cultural diversity on the health and welfare of children and adolescents; **HG.8.C**
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- D.** analyze forms, causes, effects, prevention, and treatment of child abuse; **HG.8.D**
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- E.** explain the impact of appropriate health care and importance of safety for children and adolescents; and **HG.8.E**
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- F.** discuss responsibilities of citizens, legislation, and public policies affecting children and adolescents. **HG.8.F**
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The student understands the development of adults ages 20 through 39 years. The student is expected to: **HG.9**

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- A.** analyze various development theories relating to early adults, including biological and cognitive development; **HG.9.A**
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- B.** analyze various development theories relating to early adults, including emotional, moral, and psychosocial development; **HG.9.B**
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**C.** discuss the influences of society and culture on early adults; and **HG.9.C**

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**D.** discuss the importance of family, human relationships, and social interaction for early adults. **HG.9.D**

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The student 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**

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**B.** analyze various development theories relating to middle adults, including emotional, moral, and psychosocial development; **HG.10.B**

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**C.** discuss the influences of society and culture on middle adults; and **HG.10.C**

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**D.** discuss the importance of family, human relationships, and social interaction for middle adults. **HG.10.D**

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The student 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**

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**B.** analyze various development theories relating to those within the stage of late adulthood, including emotional, moral, and psychosocial development; **HG.11.B**

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**C.** discuss the influences of society and culture on those within the stage of late adulthood; and **HG.11.C**

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**D.** discuss the importance of family, human relationships, and social interaction for those within the stage of late adulthood. **HG.11.D**

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The student explores opportunities available in education and training. The student is expected to: **HG.12**

**A.** assess personal interests, aptitudes, and abilities as related to the various stages of human growth and development; **HG.12.A**

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**B.** evaluate employment and entrepreneurial opportunities, including education requirements in the educational field of interest; **HG.12.B**

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**C.** propose short-term and long-term education and career goals; and **HG.12.C**

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**D.** demonstrate effective methods and obligations for securing, maintaining, and terminating employment. **HG.12.D**

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The student documents technical knowledge and skills. The student is expected to: **HG.13**

**A.** update professional portfolio components such as resume, samples of work, service learning log, assessment results, and mock scholarship applications; and **HG.13.A**

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**B.** present the portfolio to interested stakeholders. **HG.13.B**

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