

# 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**

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- B. perform job-appropriate numerical and arithmetic applications;** **HG.1.B**

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- C. practice various forms of communication such as verbal and non-verbal communication used in educational and career settings;** **HG.1.C**

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- D. exhibit teamwork skills;** **HG.1.D**

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- E. apply decision-making skills;** **HG.1.E**

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- F. implement problem-solving techniques;** **HG.1.F**

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- G. describe and apply conflict management skills;** **HG.1.G**

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- H. describe and demonstrate effective leadership skills;** **HG.1.H**

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- I. update a professional portfolio with portfolio components such as a resume and samples of work;** **HG.1.I**

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- J. demonstrate professionalism; and** **HG.1.J**

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- 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**

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- B. describe theoretical perspectives regarding influences on human development throughout the lifespan;** **HG.2.B**

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- C. summarize how historical theories influence modern theories of human development;** **HG.2.C**

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- D. compare research methods commonly used to study human development; and** **HG.2.D**

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- E. compare pedagogy and andragogy.** **HG.2.E**

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: **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**

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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](#)

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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. compare and suggest developmentally appropriate guidance techniques for children in the early to middle childhood stage of development.** [HG.6.F](#)
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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](#)

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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. investigate the influences of the family and society on adolescents;** [HG.7.D](#)

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  - E. summarize strategies for optimizing the development of adolescents, including those with special needs;** [HG.7.E](#)

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  - F. determine techniques that promote the health and safety of adolescents; and** [HG.7.F](#)

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  - G. compare and suggest developmentally appropriate guidance techniques for adolescents.** [HG.7.G](#)
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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](#)

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  - B. summarize various resources focusing on the care and protection of children and adolescents;** [HG.8.B](#)

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  - C. discuss 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 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**

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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.** investigate 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**

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.** investigate 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**

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.** investigate 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**

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**

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

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- 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**