

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**

 - 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. 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

- 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. discuss the influences of the family and society on adolescents; HG.7.D**

 - E. summarize strategies for optimizing the development of the adolescent; HG.7.E**

 - F. determine techniques that promote the health and safety of the adolescent; and HG.7.F**

 - 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

- A. determine services provided by agencies that protect the rights of children and adolescents; HG.8.A**

 - B. summarize various resources focusing on children and adolescents; HG.8.B**

 - C. predict 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 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

- 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. discuss 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**

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**

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

C. discuss 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**

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**

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

C. discuss 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**

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**

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

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

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

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**

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