



TEKS ALIGNMENT & SUGGESTED PACING GUIDE

Human Growth & Development



TEKS COVERAGE: 100%

iCEV Family & Consumer Sciences Site

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| Scope & Sequence | Lesson Title | TEKS | Days of Teaching* |
|-----------------------------------|-----------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------|
| 1 | Human Developmental Theories | 2.A.i; 2.B.i; 2.C.i; 2.D.i; 2.E.i; 4.B.i; 4.B.ii; 5.B.i; 6.B.i; 7.C.i; 7.C.ii; 9.A.i; 9.B.ii; 9.D.iii; 10.A.i; 10.A.ii; 10.B.i; 10.B.ii; 10.B.iii; 11.A.i; 11.A.ii; 11.B.i; 11.B.ii; 11.B.iii | 13 |
| 2 | Prenatal Care | 3.A.i; 3.A.ii; 3.B.i; 3.B.ii; 3.B.iii; 3.B.iv | 5 |
| 3 | Human Development: Fetal & Infant | 3.C.i; 3.D.i; 3.E.i; 4.A.i; 4.A.iii; 4.A.v; 4.A.vii; 4.D.i | 10 |
| 4 | Human Development: Toddlers, Preschoolers & School Age Children | 4.A.ii; 4.A.iv; 4.A.vi; 4.A.viii; 4.D.ii; 4.F.i; 5.A.i; 5.A.ii; 5.A.iii; 5.A.iv; 5.D.i; 5.F.i; 6.A.i; 6.A.ii; 6.A.iii; 6.A.iv; 6.D.i; 6.F.i | 8 |
| 5 | Human Development: The Adolescent Male | 7.A.i; 7.A.ii; 7.B.i; 7.B.ii; 7.G.i | 8 |
| 6 | Human Development: The Adolescent Female | 7.A.i; 7.A.ii; 7.B.i; 7.B.ii; 7.G.i | 8 |
| 7 | Teen Issues | 8.A.ii; 8.B.ii; 8.F.iv; 8.F.vi | 8 |
| 8 | Human Development: Adulthood | 9.A.i; 9.B.ii | 5 |
| 9 | Factors Influencing Human Development | 4.C.i; 4.C.ii; 4.C.iii; 4.C.iv; 5.C.i; 5.C.ii; 6.C.i; 6.C.ii; 7.D.i; 7.D.ii; 7.E.i; 8.C.i; 8.C.ii; 8.C.iii; 8.C.iv; 8.C.v; 8.C.vi; 8.C.vii; 8.C.viii; 9.C.i; 9.C.ii; 9.D.i; 9.D.ii; 10.C.i; 10.C.ii; 10.D.i; 10.D.ii; 10.D.iii; 11.C.i; 11.C.ii; 11.D.i; 11.D.ii; 11.D.iii | 7 |
| 10 | Family Health | 4.E.i; 4.E.ii; 5.E.i; 6.E.i; 7.F.i; 8.E.i; 8.E.ii | 5 |
| 11 | Care & Protection of Children | 4.E.iii; 4.E.iv; 5.E.ii; 6.E.ii; 7.F.ii; 8.A.i; 8.B.i; 8.E.iii; 8.E.iv; 8.F.i; 8.F.ii; 8.F.iii; 8.F.v | 5 |
| 12 | Child Abuse | 8.D.i; 8.D.ii; 8.D.iii; 8.D.iv; 8.D.v | 6 |
| Career Development Lessons | | | |
| 13 | Formulas for Career Success: Career Testing & Investigation | 12.A.i; 12.A.ii; 12.A.iii; 12.A.iv; 12.A.v; 12.A.vi | 8 |
| 14 | Exploring Careers: Education & Training | 12.A.i; 12.A.ii; 12.A.iii; 12.A.iv; 12.A.v; 12.A.vi; 12.B.i; 12.B.ii; 12.C.i; 12.C.ii; 12.C.iii; 12.C.iv | 10 |
| 15 | Formulas for Career Success: Job Search | 12.D.i; 12.D.iv | 2 |
| 16 | Formulas for Career Success: Job Applications | 12.D.i; 12.D.iv | 2 |
| 17 | Formulas for Career Success: Résumés | 12.D.i | 3 |
| 18 | Formulas for Career Success: Portfolio Development | 13.A.i; 13.B.i | 5 |
| 19 | Formulas for Career Success: The Interview Process | 12.D.i | 7 |
| 20 | Employability Skills | 1.C.i; 1.C.ii; 1.D.i; 1.E.i; 1.F.i; 1.I.i; 1.J.i; 12.D.ii; 12.D.iii; 12.D.v; 12.D.vi | 5 |
| 21 | Communication Styles | 1.C.i; 1.C.ii | 7 |
| 22 | Written Communication Practices | 1.A.i | 15 |
| 23 | Mathematics in the Workplace | 1.B.i; 1.B.ii | 9 |
| 24 | Teamwork & Collaboration | 1.D.i; 1.E.i; 1.F.i; 1.H.i | 5 |
| 25 | Conflict Management | 1.G.i | 6 |

* *Days of Teaching* identifies the number of days a lesson may take if all lesson plan items (i.e., activities, projects, handouts, etc.) are utilized as written by iCEV curriculum writers. Flexibility within the lesson plan allows instructor autonomy of implementation for each item.

Human Developmental Theories

| Knowledge and Skills Statement | Student Expectation | Breakout | Lesson |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------|------------------------------|
| (2) The student understands historical, theoretical, and research perspectives of human growth and development throughout the lifespan. The student is expected to: | (A) explain the role of theories in understanding human development | (i) explain the role of theories in understanding human development | Human Developmental Theories |
| (2) The student understands historical, theoretical, and research perspectives of human growth and development throughout the lifespan. The student is expected to: | (B) describe theoretical perspectives that influence human development throughout the lifespan | (i) describe theoretical perspectives that influence human development throughout the lifespan | Human Developmental Theories |
| (2) The student understands historical, theoretical, and research perspectives of human growth and development throughout the lifespan. The student is expected to: | (C) summarize historical influences on modern theories of human development | (i) summarize historical influences on modern theories of human development | Human Developmental Theories |
| (2) The student understands historical, theoretical, and research perspectives of human growth and development throughout the lifespan. The student is expected to: | (D) compare and contrast the research methods commonly used to study human development | (i) compare and contrast the research methods commonly used to study human development | Human Developmental Theories |
| (2) The student understands historical, theoretical, and research perspectives of human growth and development throughout the lifespan. The student is expected to: | (E) compare and contrast pedagogy and andragogy. | (i) compare and contrast pedagogy and andragogy. | Human Developmental Theories |

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| (4) The student understands the development of children ages newborn through two years. The student is expected to: | (B) analyze various developmental theories relating to infants and toddlers | (i) analyze various developmental theories relating to infants | Human Developmental Theories |
| (4) The student understands the development of children ages newborn through two years. The student is expected to: | (B) analyze various developmental theories relating to infants and toddlers | (ii) analyze various developmental theories relating to toddlers | Human Developmental Theories |
| (5) The student understands the development of children ages three through five years. The student is expected to: | (B) analyze various developmental theories relating to preschoolers | (i) analyze various developmental theories relating to preschoolers | Human Developmental Theories |
| (6) The student understands the development of children ages six through ten years. The student is expected to: | (B) analyze various developmental theories relating to children in the early to middle childhood stage of development | (i) analyze various developmental theories relating to children in the early to middle childhood stage of development | Human Developmental Theories |
| (7) The student understands the development of adolescents ages 11 through 19 years. The student is expected to: | (C) discuss various theoretical perspectives relevant to adolescent growth and development | (i) discuss various theoretical perspectives relevant to adolescent growth | Human Developmental Theories |
| (7) The student understands the development of adolescents ages 11 through 19 years. The student is expected to: | (C) discuss various theoretical perspectives relevant to adolescent growth and development | (ii) discuss various theoretical perspectives relevant to adolescent development | Human Developmental Theories |
| (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 | (i) analyze various development theories relating to early adults, including biological development | Human Developmental Theories |
| (9) The student understands the development of adults ages 20 through 39 years. The student is expected to: | (B) analyze various development theories relating to early adults, including emotional, moral, and psychosocial development | (ii) analyze various development theories relating to early adults, including cognitive development | Human Developmental Theories |

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|--------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------|------------------------------|
| (9) The student understands the development of adults ages 20 through 39 years. The student is expected to: | (D) discuss the importance of family, human relationships, and social interaction for early adults | (iii) discuss the importance of social interaction for early adults | Human Developmental Theories |
| (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 | (i) analyze various development theories relating to middle adults, including biological development | Human Developmental Theories |
| (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 | (ii) analyze various development theories relating to middle adults, including cognitive development | Human Developmental Theories |
| (10) The student understands the development of adults ages 40 through 65 years. The student is expected to: | (B) analyze various development theories relating to middle adults, including emotional, moral, and psychosocial development | (i) analyze various development theories relating to middle adults, including emotional development | Human Developmental Theories |
| (10) The student understands the development of adults ages 40 through 65 years. The student is expected to: | (B) analyze various development theories relating to middle adults, including emotional, moral, and psychosocial development | (ii) analyze various development theories relating to middle adults, including moral development | Human Developmental Theories |
| (10) The student understands the development of adults ages 40 through 65 years. The student is expected to: | (B) analyze various development theories relating to middle adults, including emotional, moral, and psychosocial development | (iii) analyze various development theories relating to middle adults, including psychosocial development | Human Developmental Theories |
| (11) The student understands the development of adults ages 66 years and older. The student is expected to: | (A) analyze various development theories relating to those within the stage of late adulthood, including biological and cognitive development | (i) analyze various development theories relating to those within the stage of late adulthood, including biological development | Human Developmental Theories |
| (11) The student understands the development of adults ages 66 years and older. The student is expected to: | (A) analyze various development theories relating to those within the stage of late adulthood, including biological and cognitive development | (ii) analyze various development theories relating to those within the stage of late adulthood, including cognitive development | Human Developmental Theories |

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| (11) The student understands the development of adults ages 66 years and older. The student is expected to: | (B) analyze various development theories relating to those within the stage of late adulthood, including emotional, moral, and psychosocial development | (i) analyze various development theories relating to those within the stage of late adulthood, including emotional development | Human Developmental Theories |
| (11) The student understands the development of adults ages 66 years and older. The student is expected to: | (B) analyze various development theories relating to those within the stage of late adulthood, including emotional, moral, and psychosocial development | (ii) analyze various development theories relating to those within the stage of late adulthood, including moral development | Human Developmental Theories |
| (11) The student understands the development of adults ages 66 years and older. The student is expected to: | (B) analyze various development theories relating to those within the stage of late adulthood, including emotional, moral, and psychosocial development | (iii) analyze various development theories relating to those within the stage of late adulthood, including psychosocial development | Human Developmental Theories |

Prenatal Care

| Knowledge and Skills Statement | Student Expectation | Breakout | Lesson |
|------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------|--------------------------------------------------------------------|---------------|
| (3) The student understands the importance of prenatal care in the development of a child. The student is expected to: | (A) describe nutritional needs prior to and during pregnancy | (i) describe nutritional needs prior to pregnancy | Prenatal Care |
| (3) The student understands the importance of prenatal care in the development of a child. The student is expected to: | (A) describe nutritional needs prior to and during pregnancy | (ii) describe nutritional needs during pregnancy | Prenatal Care |
| (3) The student understands the importance of prenatal care in the development of a child. The student is expected to: | (B) analyze reasons for medical care and good health practices prior to and during pregnancy | (i) analyze reasons for medical care prior to pregnancy | Prenatal Care |
| (3) The student understands the importance of prenatal care in the development of a child. The student is expected to: | (B) analyze reasons for medical care and good health practices prior to and during pregnancy | (ii) analyze reasons for medical care during pregnancy | Prenatal Care |
| (3) The student understands the importance of prenatal care in the development of a child. The student is expected to: | (B) analyze reasons for medical care and good health practices prior to and during pregnancy | (iii) analyze reasons for good health practices prior to pregnancy | Prenatal Care |
| (3) The student understands the importance of prenatal care in the development of a child. The student is expected to: | (B) analyze reasons for medical care and good health practices prior to and during pregnancy | (iv) analyze reasons for good health practices during pregnancy | Prenatal Care |

Human Development: Fetal & Infant

| Knowledge and Skills Statement | Student Expectation | Breakout | Lesson |
|------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------|-----------------------------------|
| (3) The student understands the importance of prenatal care in the development of a child. The student is expected to: | (C) outline stages of prenatal development | (i) outline stages of prenatal development | Human Development: Fetal & Infant |
| (3) The student understands the importance of prenatal care in the development of a child. The student is expected to: | (D) discuss the role of genetics in prenatal development | (i) discuss the role of genetics in prenatal development | Human Development: Fetal & Infant |
| (3) The student understands the importance of prenatal care in the development of a child. The student is expected to: | (E) determine environmental factors affecting development of the fetus | (i) determine environmental factors affecting development of the fetus | Human Development: Fetal & Infant |
| (4) The student understands the development of children ages newborn through two years. The student is expected to: | (A) analyze the physical, emotional, social, and cognitive development of infants and toddlers | (i) analyze the physical development of infants | Human Development: Fetal & Infant |
| (4) The student understands the development of children ages newborn through two years. The student is expected to: | (A) analyze the physical, emotional, social, and cognitive development of infants and toddlers | (iii) analyze the emotional development of infants | Human Development: Fetal & Infant |
| (4) The student understands the development of children ages newborn through two years. The student is expected to: | (A) analyze the physical, emotional, social, and cognitive development of infants and toddlers | (v) analyze the social development of infants | Human Development: Fetal & Infant |
| (4) The student understands the development of children ages newborn through two years. The student is expected to: | (A) analyze the physical, emotional, social, and cognitive development of infants and toddlers | (vii) analyze the cognitive development of infants | Human Development: Fetal & Infant |
| (4) The student understands the development of children ages newborn through two years. The student is expected to: | (D) summarize strategies for optimizing the development of infants and toddlers, including those with special needs | (i) summarize strategies for optimizing the development of infants, including those with special needs | Human Development: Fetal & Infant |

Human Development: Toddlers, PreSchoolers & School Age Children

| Knowledge and Skills Statement | Student Expectation | Breakout | Lesson |
|---------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------|
| (4) The student understands the development of children ages newborn through two years. The student is expected to: | (A) analyze the physical, emotional, social, and cognitive development of infants and toddlers | (ii) analyze the physical development of toddlers | Human Development: Toddlers, PreSchoolers & School Age Children |
| (4) The student understands the development of children ages newborn through two years. The student is expected to: | (A) analyze the physical, emotional, social, and cognitive development of infants and toddlers | (iv) analyze the emotional development of toddlers | Human Development: Toddlers, PreSchoolers & School Age Children |
| (4) The student understands the development of children ages newborn through two years. The student is expected to: | (A) analyze the physical, emotional, social, and cognitive development of infants and toddlers | (vi) analyze the social development of toddlers | Human Development: Toddlers, PreSchoolers & School Age Children |
| (4) The student understands the development of children ages newborn through two years. The student is expected to: | (A) analyze the physical, emotional, social, and cognitive development of infants and toddlers | (viii) analyze the cognitive development of toddlers | Human Development: Toddlers, PreSchoolers & School Age Children |
| (4) The student understands the development of children ages newborn through two years. The student is expected to: | (D) summarize strategies for optimizing the development of infants and toddlers, including those with special needs | (ii) summarize strategies for optimizing the development of toddlers, including those with special needs | Human Development: Toddlers, Preschoolers & School Age Children |
| (4) The student understands the development of children ages newborn through two years. The student is expected to: | (F) determine developmentally appropriate guidance techniques for children in the first two years of life | (i) determine developmentally appropriate guidance techniques for children in the first two years of life | Human Development: Toddlers, PreSchoolers & School Age Children |
| (5) The student understands the development of children ages three through five years. The student is expected to: | (A) analyze the physical, emotional, social, and cognitive development of preschoolers | (i) analyze the physical development of preschoolers | Human Development: Toddlers, PreSchoolers & School Age Children |

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| (5) The student understands the development of children ages three through five years. The student is expected to: | (A) analyze the physical, emotional, social, and cognitive development of preschoolers | (ii) analyze the emotional development of preschoolers | Human Development: Toddlers, PreSchoolers & School Age Children |
| (5) The student understands the development of children ages three through five years. The student is expected to: | (A) analyze the physical, emotional, social, and cognitive development of preschoolers | (iii) analyze the social development of preschoolers | Human Development: Toddlers, PreSchoolers & School Age Children |
| (5) The student understands the development of children ages three through five years. The student is expected to: | (A) analyze the physical, emotional, social, and cognitive development of preschoolers | (iv) analyze the cognitive development of preschoolers | Human Development: Toddlers, PreSchoolers & School Age Children |
| (5) The student understands the development of children ages three through five years. The student is expected to: | (D) summarize strategies for optimizing the development of preschoolers, including those with special needs | (i) summarize strategies for optimizing the development of preschoolers, including those with special needs | Human Development: Toddlers, Preschoolers & School Age Children |
| (5) The student understands the development of children ages three through five years. The student is expected to: | (F) determine developmentally appropriate guidance techniques for preschoolers. | (i) determine developmentally appropriate guidance techniques for preschoolers. | Human Development: Toddlers, Preschoolers & School Age Children |
| (6) The student understands the development of children ages six through ten 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 | (i) analyze the physical development of children in the early to middle childhood stage of development | Human Development: Toddlers, Preschoolers & School Age Children |
| (6) The student understands the development of children ages six through ten 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 | (ii) analyze the emotional development of children in the early to middle childhood stage of development | Human Development: Toddlers, Preschoolers & School Age Children |
| (6) The student understands the development of children ages six through ten 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 | (iii) analyze the social development of children in the early to middle childhood stage of development | Human Development: Toddlers, Preschoolers & School Age Children |
| (6) The student understands the development of children ages six through ten 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 | (iv) analyze the cognitive development of children in the early to middle childhood stage of development | Human Development: Toddlers, Preschoolers & School Age Children |

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| (6) The student understands the development of children ages six through ten years. The student is expected to: | (D) summarize strategies for optimizing the development of children in the early to middle childhood stage of development, including those with special needs | (i) summarize strategies for optimizing the development of children in the early to middle childhood stage of development, including those with special needs | Human Development: Toddlers, Preschoolers & School Age Children |
| (6) The student understands the development of children ages six through ten years. The student is expected to: | (F) determine developmentally appropriate guidance techniques for children in the early to middle childhood stage of development | (i) determine developmentally appropriate guidance techniques for children in the early to middle childhood stage of development | Human Development: Toddlers, Preschoolers & School Age Children |

Human Development: The Adolescent Male

| Knowledge and Skills Statement | Student Expectation | Breakout | Lesson |
|------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------|-------------------------------------------------------------------------------|----------------------------------------|
| (7) The student understands the development of adolescents ages 11 through 19 years. The student is expected to: | (A) analyze the biological and cognitive development of adolescents | (i) analyze the biological development of adolescents | Human Development: The Adolescent Male |
| (7) The student understands the development of adolescents ages 11 through 19 years. The student is expected to: | (A) analyze the biological and cognitive development of adolescents | (ii) analyze the cognitive development of adolescents | Human Development: The Adolescent Male |
| (7) The student understands the development of adolescents ages 11 through 19 years. The student is expected to: | (B) analyze the emotional and social development of adolescents | (i) analyze the emotional development of adolescents | Human Development: The Adolescent Male |
| (7) The student understands the development of adolescents ages 11 through 19 years. The student is expected to: | (B) analyze the emotional and social development of adolescents | (ii) analyze the social development of adolescents | Human Development: The Adolescent Male |
| (7) The student understands the development of adolescents ages 11 through 19 years. The student is expected to: | (G) determine developmentally appropriate guidance techniques for adolescents | (i) determine developmentally appropriate guidance techniques for adolescents | Human Development: The Adolescent Male |

Human Development: The Adolescent Female

| Knowledge and Skills Statement | Student Expectation | Breakout | Lesson |
|------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------|-------------------------------------------------------------------------------|------------------------------------------|
| (7) The student understands the development of adolescents ages 11 through 19 years. The student is expected to: | (A) analyze the biological and cognitive development of adolescents | (i) analyze the biological development of adolescents | Human Development: The Adolescent Female |
| (7) The student understands the development of adolescents ages 11 through 19 years. The student is expected to: | (A) analyze the biological and cognitive development of adolescents | (ii) analyze the cognitive development of adolescents | Human Development: The Adolescent Female |
| (7) The student understands the development of adolescents ages 11 through 19 years. The student is expected to: | (B) analyze the emotional and social development of adolescents | (i) analyze the emotional development of adolescents | Human Development: The Adolescent Female |
| (7) The student understands the development of adolescents ages 11 through 19 years. The student is expected to: | (B) analyze the emotional and social development of adolescents | (ii) analyze the social development of adolescents | Human Development: The Adolescent Female |
| (7) The student understands the development of adolescents ages 11 through 19 years. The student is expected to: | (G) determine developmentally appropriate guidance techniques for adolescents | (i) determine developmentally appropriate guidance techniques for adolescents | Human Development: The Adolescent Female |

Teen Issues

| Knowledge and Skills Statement | Student Expectation | Breakout | Lesson |
|----------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------|-------------|
| (8) The student understands the importance of care and protection of children and adolescents. The student is expected to: | (A) determine the services provided by agencies that protect the rights of children and adolescents | (ii) determine the services provided by agencies that protect the rights of adolescents | Teen Issues |
| (8) The student understands the importance of care and protection of children and adolescents. The student is expected to: | (B) summarize various resources focusing on children and adolescents | (ii) summarize various resources focusing on adolescents | Teen Issues |
| (8) The student understands the importance of care and protection of children and adolescents. The student is expected to: | (F) discuss responsibilities of citizens, legislation, and public policies affecting children and adolescents | (iv) discuss legislation affecting adolescents | Teen Issues |
| (8) The student understands the importance of care and protection of children and adolescents. The student is expected to: | (F) discuss responsibilities of citizens, legislation, and public policies affecting children and adolescents | (vi) discuss public policies affecting adolescents | Teen Issues |

Human Development: Adulthood

| Knowledge and Skills Statement | Student Expectation | Breakout | Lesson |
|-------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------|------------------------------|
| (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 | (i) analyze various development theories relating to early adults, including biological development | Human Development: Adulthood |
| (9) The student understands the development of adults ages 20 through 39 years. The student is expected to: | (B) analyze various development theories relating to early adults, including emotional, moral, and psychosocial development | (ii) analyze various development theories relating to early adults, including cognitive development | Human Development: Adulthood |

Factors Influencing Human Development

| Knowledge and Skills Statement | Student Expectation | Breakout | Lesson |
|---------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------|---------------------------------------|
| (4) The student understands the development of children ages newborn through two years. The student is expected to: | (C) discuss the influences of the family and society on the infant and toddler | (i) discuss the influences of the family on the infant | Factors Influencing Human Development |
| (4) The student understands the development of children ages newborn through two years. The student is expected to: | (C) discuss the influences of the family and society on the infant and toddler | (ii) discuss the influences of the family on the toddler | Factors Influencing Human Development |
| (4) The student understands the development of children ages newborn through two years. The student is expected to: | (C) discuss the influences of the family and society on the infant and toddler | (iii) discuss the influences of society on the infant | Factors Influencing Human Development |
| (4) The student understands the development of children ages newborn through two years. The student is expected to: | (C) discuss the influences of the family and society on the infant and toddler | (iv) discuss the influences of society on the toddler | Factors Influencing Human Development |
| (5) The student understands the development of children ages three through five years. The student is expected to: | (C) discuss the influences of the family and society on preschoolers | (i) discuss the influences of the family on preschoolers | Factors Influencing Human Development |
| (5) The student understands the development of children ages three through five years. The student is expected to: | (C) discuss the influences of the family and society on preschoolers | (ii) discuss the influences of society on preschoolers | Factors Influencing Human Development |
| (6) The student understands the development of children ages six through ten years. The student is expected to: | (C) discuss the influences of the family and society on children in the early to middle childhood stage of development | (i) discuss the influences of the family on children in the early to middle childhood stage of development | Factors Influencing Human Development |

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|----------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------|---------------------------------------|
| (6) The student understands the development of children ages six through ten years. The student is expected to: | (C) discuss the influences of the family and society on children in the early to middle childhood stage of development | (ii) discuss the influences of society on children in the early to middle childhood stage of development | Factors Influencing Human Development |
| (7) The student understands the development of adolescents ages 11 through 19 years. The student is expected to: | (D) discuss the influences of the family and society on adolescents | (i) discuss the influences of the family on adolescents | Factors Influencing Human Development |
| (7) The student understands the development of adolescents ages 11 through 19 years. The student is expected to: | (D) discuss the influences of the family and society on adolescents | (ii) discuss the influences of society on adolescents | Factors Influencing Human Development |
| (7) The student understands the development of adolescents ages 11 through 19 years. The student is expected to: | (E) summarize strategies for optimizing adolescent development | (i) summarize strategies for optimizing adolescent development | Factors Influencing Human Development |
| (8) The student understands the importance of care and protection of children and adolescents. The student is expected to: | (C) predict the impact of changing demographics and cultural diversity on the health and welfare of children and adolescents | (i) predict the impact of changing demographics on the health of children | Factors Influencing Human Development |
| (8) The student understands the importance of care and protection of children and adolescents. The student is expected to: | (C) predict the impact of changing demographics and cultural diversity on the health and welfare of children and adolescents | (ii) predict the impact of changing demographics on the health of adolescents | Factors Influencing Human Development |
| (8) The student understands the importance of care and protection of children and adolescents. The student is expected to: | (C) predict the impact of changing demographics and cultural diversity on the health and welfare of children and adolescents | (iii) predict the impact of changing demographics on the welfare of children | Factors Influencing Human Development |
| (8) The student understands the importance of care and protection of children and adolescents. The student is expected to: | (C) predict the impact of changing demographics and cultural diversity on the health and welfare of children and adolescents | (iv) predict the impact of changing demographics on the welfare of adolescents | Factors Influencing Human Development |

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| (8) The student understands the importance of care and protection of children and adolescents. The student is expected to: | (C) predict the impact of changing demographics and cultural diversity on the health and welfare of children and adolescents | (v) predict the impact of cultural diversity on the health of children | Factors Influencing Human Development |
| (8) The student understands the importance of care and protection of children and adolescents. The student is expected to: | (C) predict the impact of changing demographics and cultural diversity on the health and welfare of children and adolescents | (vi) predict the impact of cultural diversity on the health of adolescents | Factors Influencing Human Development |
| (8) The student understands the importance of care and protection of children and adolescents. The student is expected to: | (C) predict the impact of changing demographics and cultural diversity on the health and welfare of children and adolescents | (vii) predict the impact of cultural diversity on the welfare of children | Factors Influencing Human Development |
| (8) The student understands the importance of care and protection of children and adolescents. The student is expected to: | (C) predict the impact of changing demographics and cultural diversity on the health and welfare of children and adolescents | (viii) predict the impact of cultural diversity on the welfare of adolescents | Factors Influencing Human Development |
| (9) The student understands the development of adults ages 20 through 39 years. The student is expected to: | (C) discuss the influences of society and culture on early adults | (i) discuss the influences of society on early adults | Factors Influencing Human Development |
| (9) The student understands the development of adults ages 20 through 39 years. The student is expected to: | (C) discuss the influences of society and culture on early adults | (ii) discuss the influences of culture on early adults | Factors Influencing Human Development |
| (9) The student understands the development of adults ages 20 through 39 years. The student is expected to: | (D) discuss the importance of family, human relationships, and social interaction for early adults | (i) discuss the importance of family for early adults | Factors Influencing Human Development |
| (9) The student understands the development of adults ages 20 through 39 years. The student is expected to: | (D) discuss the importance of family, human relationships, and social interaction for early adults | (ii) discuss the importance of human relationships for early adults | Factors Influencing Human Development |
| (10) The student understands the development of adults ages 40 through 65 years. The student is expected to: | (C) discuss the influences of society and culture on middle adults | (i) discuss the influences of society on middle adults | Factors Influencing Human Development |

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|--------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------|---------------------------------------|
| (10) The student understands the development of adults ages 40 through 65 years. The student is expected to: | (C) discuss the influences of society and culture on middle adults | (ii) discuss the influences of culture on middle adults | Factors Influencing Human Development |
| (10) The student understands the development of adults ages 40 through 65 years. The student is expected to: | (D) discuss the importance of family, human relationships, and social interaction for middle adults | (i) discuss the importance of family for middle adults | Factors Influencing Human Development |
| (10) The student understands the development of adults ages 40 through 65 years. The student is expected to: | (D) discuss the importance of family, human relationships, and social interaction for middle adults | (ii) discuss the importance of human relationships for middle adults | Factors Influencing Human Development |
| (10) The student understands the development of adults ages 40 through 65 years. The student is expected to: | (D) discuss the importance of family, human relationships, and social interaction for middle adults | (iii) discuss the importance of social interaction for middle adults | Factors Influencing Human Development |
| (11) The student understands the development of adults ages 66 years and older. The student is expected to: | (C) discuss the influences of society and culture on those within the stage of late adulthood | (i) discuss the influences of society on those within the stage of late adulthood | Factors Influencing Human Development |
| (11) The student understands the development of adults ages 66 years and older. The student is expected to: | (C) discuss the influences of society and culture on those within the stage of late adulthood | (ii) discuss the influences of culture on those within the stage of late adulthood | Factors Influencing Human Development |
| (11) The student understands the development of adults ages 66 years and older. The student is expected to: | (D) discuss the importance of family, human relationships, and social interaction for those within the stage of late adulthood | (i) discuss the importance of family for those within the stage of late adulthood | Factors Influencing Human Development |
| (11) The student understands the development of adults ages 66 years and older. The student is expected to: | (D) discuss the importance of family, human relationships, and social interaction for those within the stage of late adulthood | (ii) discuss the importance of human relationships for those within the stage of late adulthood | Factors Influencing Human Development |
| (11) The student understands the development of adults ages 66 years and older. The student is expected to: | (D) discuss the importance of family, human relationships, and social interaction for those within the stage of late adulthood | (iii) discuss the importance of social interaction for those within the stage of late adulthood | Factors Influencing Human Development |

Family Health

| Knowledge and Skills Statement | Student Expectation | Breakout | Lesson |
|----------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------|---------------|
| (4) The student understands the development of children ages newborn through two years. The student is expected to: | (E) determine techniques that promote the health and safety of infants and toddlers | (i) determine techniques that promote the health of infants | Family Health |
| (4) The student understands the development of children ages newborn through two years. The student is expected to: | (E) determine techniques that promote the health and safety of infants and toddlers | (ii) determine techniques that promote the health of toddlers | Family Health |
| (5) The student understands the development of children ages three through five years. The student is expected to: | (E) determine techniques that promote the health and safety of preschoolers | (i) determine techniques that promote the health of preschoolers | Family Health |
| (6) The student understands the development of children ages six through ten years. The student is expected to: | (E) determine techniques that promote the health and safety of children in the early to middle childhood stage of development | (i) determine techniques that promote the health of children in the early to middle childhood stage of development | Family Health |
| (7) The student understands the development of adolescents ages 11 through 19 years. The student is expected to: | (F) determine techniques that promote the health and safety of the adolescent | (i) determine techniques that promote the health of the adolescent | Family Health |
| (8) The student understands the importance of care and protection of children and adolescents. The student is expected to: | (E) explain the impact of appropriate health care and importance of safety for children and adolescents | (i) explain the impact of appropriate health care for children | Family Health |
| (8) The student understands the importance of care and protection of children and adolescents. The student is expected to: | (E) explain the impact of appropriate health care and importance of safety for children and adolescents | (ii) explain the impact of appropriate health care for adolescents | Family Health |

Care & Protection of Children

| Knowledge and Skills Statement | Student Expectation | Breakout | Lesson |
|----------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------|-------------------------------|
| (4) The student understands the development of children ages newborn through two years. The student is expected to: | (E) determine techniques that promote the health and safety of infants and toddlers | (iii) determine techniques that promote the safety of infants | Care & Protection of Children |
| (4) The student understands the development of children ages newborn through two years. The student is expected to: | (E) determine techniques that promote the health and safety of infants and toddlers | (iv) determine techniques that promote the safety of toddlers | Care & Protection of Children |
| (5) The student understands the development of children ages three through five years. The student is expected to: | (E) determine techniques that promote the health and safety of preschoolers | (ii) determine techniques that promote the safety of preschoolers | Care & Protection of Children |
| (6) The student understands the development of children ages six through ten years. The student is expected to: | (E) determine techniques that promote the health and safety of children in the early to middle childhood stage of development | (ii) determine techniques that promote the safety of children in the early to middle childhood stage of development | Care & Protection of Children |
| (7) The student understands the development of adolescents ages 11 through 19 years. The student is expected to: | (F) determine techniques that promote the health and safety of the adolescent | (ii) determine techniques that promote the safety of the adolescent | Care & Protection of Children |
| (8) The student understands the importance of care and protection of children and adolescents. The student is expected to: | (A) determine the services provided by agencies that protect the rights of children and adolescents | (i) determine the services provided by agencies that protect the rights of children | Care & Protection of Children |
| (8) The student understands the importance of care and protection of children and adolescents. The student is expected to: | (B) summarize various resources focusing on children and adolescents | (i) summarize various resources focusing on children | Care & Protection of Children |

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|----------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------|-------------------------------|
| (8) The student understands the importance of care and protection of children and adolescents. The student is expected to: | (E) explain the impact of appropriate health care and importance of safety for children and adolescents | (iii) explain the importance of safety for children | Care & Protection of Children |
| (8) The student understands the importance of care and protection of children and adolescents. The student is expected to: | (E) explain the impact of appropriate health care and importance of safety for children and adolescents | (iv) explain the importance of safety for adolescents | Care & Protection of Children |
| (8) The student understands the importance of care and protection of children and adolescents. The student is expected to: | (F) discuss responsibilities of citizens, legislation, and public policies affecting children and adolescents | (i) discuss responsibilities of citizens affecting children | Care & Protection of Children |
| (8) The student understands the importance of care and protection of children and adolescents. The student is expected to: | (F) discuss responsibilities of citizens, legislation, and public policies affecting children and adolescents | (ii) discuss responsibilities of citizens affecting adolescents | Care & Protection of Children |
| (8) The student understands the importance of care and protection of children and adolescents. The student is expected to: | (F) discuss responsibilities of citizens, legislation, and public policies affecting children and adolescents | (iii) discuss legislation affecting children | Care & Protection of Children |
| (8) The student understands the importance of care and protection of children and adolescents. The student is expected to: | (F) discuss responsibilities of citizens, legislation, and public policies affecting children and adolescents | (v) discuss public policies affecting children | Care & Protection of Children |

Child Abuse

| Knowledge and Skills Statement | Student Expectation | Breakout | Lesson |
|----------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------|----------------------------------------|-------------|
| (8) The student understands the importance of care and protection of children and adolescents. The student is expected to: | (D) analyze forms, causes, effects, prevention, and treatment of child abuse | (i) analyze forms of child abuse | Child Abuse |
| (8) The student understands the importance of care and protection of children and adolescents. The student is expected to: | (D) analyze forms, causes, effects, prevention, and treatment of child abuse | (ii) analyze causes of child abuse | Child Abuse |
| (8) The student understands the importance of care and protection of children and adolescents. The student is expected to: | (D) analyze forms, causes, effects, prevention, and treatment of child abuse | (iii) analyze effects of child abuse | Child Abuse |
| (8) The student understands the importance of care and protection of children and adolescents. The student is expected to: | (D) analyze forms, causes, effects, prevention, and treatment of child abuse | (iv) analyze prevention of child abuse | Child Abuse |
| (8) The student understands the importance of care and protection of children and adolescents. The student is expected to: | (D) analyze forms, causes, effects, prevention, and treatment of child abuse | (v) analyze treatment of child abuse | Child Abuse |

Formulas for Career Success: Career Testing & Investigation

| Knowledge and Skills Statement | Student Expectation | Breakout | Lesson |
|----------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|-------------------------------------------------------------|
| (12) The student explores opportunities available in education and training. The student is expected to: | (A) assess personal interests, aptitudes, and abilities as related to the various stages of human growth and development | (i) assess personal interests as related to the various stages of human growth | Formulas for Career Success: Career Testing & Investigation |
| (12) The student explores opportunities available in education and training. The student is expected to: | (A) assess personal interests, aptitudes, and abilities as related to the various stages of human growth and development | (ii) assess aptitudes as related to the various stages of human growth | Formulas for Career Success: Career Testing & Investigation |
| (12) The student explores opportunities available in education and training. The student is expected to: | (A) assess personal interests, aptitudes, and abilities as related to the various stages of human growth and development | (iii) assess abilities as related to the various stages of human growth | Formulas for Career Success: Career Testing & Investigation |
| (12) The student explores opportunities available in education and training. The student is expected to: | (A) assess personal interests, aptitudes, and abilities as related to the various stages of human growth and development | (iv) assess personal interests as related to the various stages of human development | Formulas for Career Success: Career Testing & Investigation |
| (12) The student explores opportunities available in education and training. The student is expected to: | (A) assess personal interests, aptitudes, and abilities as related to the various stages of human growth and development | (v) assess aptitudes as related to the various stages of human development | Formulas for Career Success: Career Testing & Investigation |
| (12) The student explores opportunities available in education and training. The student is expected to: | (A) assess personal interests, aptitudes, and abilities as related to the various stages of human growth and development | (vi) assess abilities as related to the various stages of human development | Formulas for Career Success: Career Testing & Investigation |

Exploring Careers: Education & Training

| Knowledge and Skills Statement | Student Expectation | Breakout | Lesson |
|----------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------|-----------------------------------------|
| (12) The student explores opportunities available in education and training. The student is expected to: | (A) assess personal interests, aptitudes, and abilities as related to the various stages of human growth and development | (i) assess personal interests as related to the various stages of human growth | Exploring Careers: Education & Training |
| (12) The student explores opportunities available in education and training. The student is expected to: | (A) assess personal interests, aptitudes, and abilities as related to the various stages of human growth and development | (ii) assess aptitudes as related to the various stages of human growth | Exploring Careers: Education & Training |
| (12) The student explores opportunities available in education and training. The student is expected to: | (A) assess personal interests, aptitudes, and abilities as related to the various stages of human growth and development | (iii) assess abilities as related to the various stages of human growth | Exploring Careers: Education & Training |
| (12) The student explores opportunities available in education and training. The student is expected to: | (A) assess personal interests, aptitudes, and abilities as related to the various stages of human growth and development | (iv) assess personal interests as related to the various stages of human development | Exploring Careers: Education & Training |
| (12) The student explores opportunities available in education and training. The student is expected to: | (A) assess personal interests, aptitudes, and abilities as related to the various stages of human growth and development | (v) assess aptitudes as related to the various stages of human development | Exploring Careers: Education & Training |
| (12) The student explores opportunities available in education and training. The student is expected to: | (A) assess personal interests, aptitudes, and abilities as related to the various stages of human growth and development | (vi) assess abilities as related to the various stages of human development | Exploring Careers: Education & Training |
| (12) The student explores opportunities available in education and training. The student is expected to: | (B) evaluate employment and entrepreneurial opportunities including education requirements in the educational field of interest | (i) evaluate employment opportunities including education requirements in the educational field of interest | Exploring Careers: Education & Training |

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|----------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------|-----------------------------------------|
| (12) The student explores opportunities available in education and training. The student is expected to: | (B) evaluate employment and entrepreneurial opportunities including education requirements in the educational field of interest | (ii) evaluate entrepreneurial opportunities including education requirements in the educational field of interest | Exploring Careers: Education & Training |
| (12) The student explores opportunities available in education and training. The student is expected to: | (C) propose short-term and long-term education and career goals | (i) propose short-term education goals | Exploring Careers: Education & Training |
| (12) The student explores opportunities available in education and training. The student is expected to: | (C) propose short-term and long-term education and career goals | (ii) propose short-term career goals | Exploring Careers: Education & Training |
| (12) The student explores opportunities available in education and training. The student is expected to: | (C) propose short-term and long-term education and career goals | (iii) propose long-term education goals | Exploring Careers: Education & Training |
| (12) The student explores opportunities available in education and training. The student is expected to: | (C) propose short-term and long-term education and career goals | (iv) propose long-term career goals | Exploring Careers: Education & Training |

Formulas for Career Success: Job Applications

| Knowledge and Skills Statement | Student Expectation | Breakout | Lesson |
|----------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------|-----------------------------------------------------------|-----------------------------------------------|
| (12) The student explores opportunities available in education and training. The student is expected to: | (D) demonstrate effective methods and obligations for securing, maintaining, and terminating employment | (i) demonstrate effective methods for securing employment | Formulas for Career Success: Job Applications |
| (12) The student explores opportunities available in education and training. The student is expected to: | (D) demonstrate effective methods and obligations for securing, maintaining, and terminating employment | (iv) demonstrate obligations for securing employment | Formulas for Career Success: Job Applications |

Formulas for Career Success: Job Search

| Knowledge and Skills Statement | Student Expectation | Breakout | Lesson |
|----------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------|-----------------------------------------------------------|-----------------------------------------|
| (12) The student explores opportunities available in education and training. The student is expected to: | (D) demonstrate effective methods and obligations for securing, maintaining, and terminating employment | (i) demonstrate effective methods for securing employment | Formulas for Career Success: Job Search |
| (12) The student explores opportunities available in education and training. The student is expected to: | (D) demonstrate effective methods and obligations for securing, maintaining, and terminating employment | (iv) demonstrate obligations for securing employment | Formulas for Career Success: Job Search |

Formulas for Career Success: Résumés

| Knowledge and Skills Statement | Student Expectation | Breakout | Lesson |
|----------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------|-----------------------------------------------------------|--------------------------------------|
| (12) The student explores opportunities available in education and training. The student is expected to: | (D) demonstrate effective methods and obligations for securing, maintaining, and terminating employment | (i) demonstrate effective methods for securing employment | Formulas for Career Success: Résumés |

Formulas for Career Success: Portfolio Development

| Knowledge and Skills Statement | Student Expectation | Breakout | Lesson |
|----------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------|----------------------------------------------------|
| (13) The student documents technical knowledge and skills. The student is expected to: | (A) update professional portfolio components, such as resume, samples of work, service learning log, assessment results, and mock scholarship applications | (i) update professional portfolio components | Formulas for Career Success: Portfolio Development |
| (13) The student documents technical knowledge and skills. The student is expected to: | (B) present the portfolio of interest to interested stakeholders | (i) present the portfolio of interest to interested stakeholders | Formulas for Career Success: Portfolio Development |

Formulas for Career Success: Interview Process

| Knowledge and Skills Statement | Student Expectation | Breakout | Lesson |
|----------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------|-----------------------------------------------------------|------------------------------------------------|
| (12) The student explores opportunities available in education and training. The student is expected to: | (D) demonstrate effective methods and obligations for securing, maintaining, and terminating employment | (i) demonstrate effective methods for securing employment | Formulas for Career Success: Interview Process |

Employability Skills

| Knowledge and Skills Statement | Student Expectation | Breakout | Lesson |
|--------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------|----------------------|
| (1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to: | (C) practice various forms of communication such as verbal and non-verbal communication skills used in educational and career settings | (i) practice various forms of communication used in educational settings | Employability Skills |
| (1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to: | (C) practice various forms of communication such as verbal and non-verbal communication skills used in educational and career settings | (ii) practice various forms of communication used in career settings | Employability Skills |
| (1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to: | (D) exhibit teamwork skills | (i) exhibit teamwork skills | Employability Skills |
| (1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to: | (E) apply decision-making skills | (i) apply decision-making skills | Employability Skills |
| (1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to: | (F) implement problem-solving techniques | (i) implement problem-solving techniques | Employability Skills |
| (1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to: | (I) demonstrate professionalism | (i) demonstrate professionalism | Employability Skills |

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|--------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------|----------------------------------------------------------------|----------------------|
| (1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to: | (J) develop effective work ethic practices | (i) develop effective work ethic practices | Employability Skills |
| (12) The student explores opportunities available in education and training. The student is expected to: | (D) demonstrate effective methods and obligations for securing, maintaining, and terminating employment | (ii) demonstrate effective methods for maintaining employment | Employability Skills |
| (12) The student explores opportunities available in education and training. The student is expected to: | (D) demonstrate effective methods and obligations for securing, maintaining, and terminating employment | (iii) demonstrate effective methods for terminating employment | Employability Skills |
| (12) The student explores opportunities available in education and training. The student is expected to: | (D) demonstrate effective methods and obligations for securing, maintaining, and terminating employment | (v) demonstrate obligations for maintaining employment | Employability Skills |
| (12) The student explores opportunities available in education and training. The student is expected to: | (D) demonstrate effective methods and obligations for securing, maintaining, and terminating employment | (vi) demonstrate obligations for terminating employment | Employability Skills |

Communication Styles

| Knowledge and Skills Statement | Student Expectation | Breakout | Lesson |
|--------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------|----------------------|
| (1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to: | (C) practice various forms of communication such as verbal and non-verbal communication skills used in educational and career settings | (i) practice various forms of communication used in educational settings | Communication Styles |
| (1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to: | (C) practice various forms of communication such as verbal and non-verbal communication skills used in educational and career settings | (ii) practice various forms of communication used in career settings | Communication Styles |

Written Communication Practices

| Knowledge and Skills Statement | Student Expectation | Breakout | Lesson |
|--------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------|---------------------------------------|---------------------------------|
| (1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to: | (A) demonstrate written communication | (i) demonstrate written communication | Written Communication Practices |

Mathematics in the Workplace

| Knowledge and Skills Statement | Student Expectation | Breakout | Lesson |
|--------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------|-----------------------------------------------------|------------------------------|
| (1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to: | (B) perform job-appropriate numerical and arithmetic application | (i) perform job-appropriate numerical application | Mathematics in the Workplace |
| (1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to: | (B) perform job-appropriate numerical and arithmetic application | (ii) perform job appropriate arithmetic application | Mathematics in the Workplace |

Teamwork & Collaboration

| Knowledge and Skills Statement | Student Expectation | Breakout | Lesson |
|--------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------|------------------------------------------|--------------------------|
| (1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to: | (D) exhibit teamwork skills | (i) exhibit teamwork skills | Teamwork & Collaboration |
| (1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to: | (E) apply decision-making skills | (i) apply decision-making skills | Teamwork & Collaboration |
| (1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to: | (F) implement problem-solving techniques | (i) implement problem-solving techniques | Teamwork & Collaboration |
| (1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to: | (H) develop leadership skills | (i) develop leadership skills | Teamwork & Collaboration |

Conflict Management

| Knowledge and Skills Statement | Student Expectation | Breakout | Lesson |
|--------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------|----------------------------------------|---------------------|
| (1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to: | (G) acquire conflict management skills | (i) acquire conflict management skills | Conflict Management |

| Correlations to the Texas Essential Knowledge and Skills (TEKS): Student/Teacher Material | | | | |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------|---------------------------------|---------------------------------------------------------------------------------------------------------------------|
| Subject | Chapter 130. Texas Essential Knowledge and Skills for Career & Technical Education | | | |
| Subchapter | Subchapter E. Education and Training | | | |
| Course | §130.163. Human Growth and Development (One-Half Credit), Adopted 2015. | | | |
| Publisher | CEV Multimedia, Ltd. | | | |
| Program Title | iCEV Family & Consumer Sciences Site | | | |
| Program ISBN | 9781614592228 | | | |
| TEKS Coverage (%) | 100.00% | | | |
| (a) General Requirements. This course is recommended for students in Grades 10-12. Recommended prerequisite: Principles of Education and Training. Students shall be awarded one credit for successful completion of this course. | | | | |
| (b) Introduction. | | | | |
| (1) 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. | | | | |
| (2) The Education and Training Career Cluster focuses on planning, managing, and providing education and training services and related learning support services. | | | | |
| (3) 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. | | | | |
| (4) Students are encouraged to participate in extended learning experiences such as career and technical student organizations and other leadership or extracurricular organizations. | | | | |
| (5) Statements that contain the word ""including"" reference content that must be mastered, while those containing the phrase ""such as"" are intended as possible illustrative examples | | | | |
| (c) Knowledge and Skills. | | | | |
| Knowledge and Skills Statement | Student Expectation | Breakout | Lesson | Activity, Project, Handout, etc. |
| (1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to: | (A) demonstrate written communication | (i) demonstrate written communication | Written Communication Practices | Project - Informative Pamphlet |
| (1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to: | (B) perform job-appropriate numerical and arithmetic application | (i) perform job-appropriate numerical application | Mathematics in the Workplace | Activity- Math Worksheet; Activity- Real-Life Math; Activity- Real-Life Math Answer Key; Project- Math in My Career |
| (1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to: | (B) perform job-appropriate numerical and arithmetic application | (ii) perform job appropriate arithmetic application | Mathematics in the Workplace | Activity- Math Worksheet; Activity- Real-Life Math; Activity- Real-Life Math Answer Key; Project- Math in My Career |
| (1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to: | (C) practice various forms of communication such as verbal and non-verbal communication skills used in educational and career settings | (i) practice various forms of communication used in educational settings | Employability Skills | Activity - Knots |
| (1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to: | (C) practice various forms of communication such as verbal and non-verbal communication skills used in educational and career settings | (i) practice various forms of communication used in educational settings | Communication Styles | Project - Model Communication |
| (1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to: | (C) practice various forms of communication such as verbal and non-verbal communication skills used in educational and career settings | (ii) practice various forms of communication used in career settings | Employability Skills | Activity - Knots |

| Knowledge and Skills Statement | Student Expectation | Breakout | Lesson | Activity, Project, Handout, etc. |
|--------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------|--------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| (1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to: | (C) practice various forms of communication such as verbal and non-verbal communication skills used in educational and career settings | (ii) practice various forms of communication used in career settings | Communication Styles | Project - Model Communication |
| (1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to: | (D) exhibit teamwork skills | (i) exhibit teamwork skills | Teamwork & Collaboration | Project - Work-Related Problem Solving |
| (1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to: | (D) exhibit teamwork skills | (i) exhibit teamwork skills | Employability Skills | |
| (1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to: | (E) apply decision-making skills | (i) apply decision-making skills | Teamwork & Collaboration | Project - Work-Related Problem Solving |
| (1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to: | (E) apply decision-making skills | (i) apply decision-making skills | Employability Skills | |
| (1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to: | (F) implement problem-solving techniques | (i) implement problem-solving techniques | Teamwork & Collaboration | Project - Work-Related Problem Solving |
| (1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to: | (F) implement problem-solving techniques | (i) implement problem-solving techniques | Employability Skills | |
| (1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to: | (G) acquire conflict management skills | (i) acquire conflict management skills | Conflict Management | Activity- Conflict Management Style; Activity- Positive Language; Activity- What Caused the Conflict; Project- Conflict Theories; Project- Ethical Guidelines for Mediators; Vocabulary Handout |
| (1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to: | (H) develop leadership skills | (i) develop leadership skills | Teamwork & Collaboration | Activity- Team Roles; Activity- Words of Teamwork; Project- Work-Related Problem Solving |

| Knowledge and Skills Statement | Student Expectation | Breakout | Lesson | Activity, Project, Handout, etc. |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------|------------------------------|---------------------------------------------|
| (1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to: | (I) demonstrate professionalism | (i) demonstrate professionalism | Employability Skills | Project - Interview |
| (1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to: | (J) develop effective work ethic practices | (i) develop effective work ethic practices | Employability Skills | Project - Interview |
| (2) The student understands historical, theoretical, and research perspectives of human growth and development throughout the lifespan. The student is expected to: | (A) explain the role of theories in understanding human development | (i) explain the role of theories in understanding human development | Human Developmental Theories | Project- Theory in Action |
| (2) The student understands historical, theoretical, and research perspectives of human growth and development throughout the lifespan. The student is expected to: | (B) describe theoretical perspectives that influence human development throughout the lifespan | (i) describe theoretical perspectives that influence human development throughout the lifespan | Human Developmental Theories | Project- Theory in Action |
| (2) The student understands historical, theoretical, and research perspectives of human growth and development throughout the lifespan. The student is expected to: | (C) summarize historical influences on modern theories of human development | (i) summarize historical influences on modern theories of human development | Human Developmental Theories | Project- Theory in Action |
| (2) The student understands historical, theoretical, and research perspectives of human growth and development throughout the lifespan. The student is expected to: | (D) compare and contrast the research methods commonly used to study human development | (i) compare and contrast the research methods commonly used to study human development | Human Developmental Theories | Activity- Human Research |
| (2) The student understands historical, theoretical, and research perspectives of human growth and development throughout the lifespan. The student is expected to: | (E) compare and contrast pedagogy and andragogy. | (i) compare and contrast pedagogy and andragogy. | Human Developmental Theories | Student Handout - Adragogy vs. Pedagogy |
| (3) The student understands the importance of prenatal care in the development of a child. The student is expected to: | (A) describe nutritional needs prior to and during pregnancy | (i) describe nutritional needs prior to pregnancy | Prenatal Care | Project- A Beginner's Guide to Pregnancy |
| (3) The student understands the importance of prenatal care in the development of a child. The student is expected to: | (A) describe nutritional needs prior to and during pregnancy | (ii) describe nutritional needs during pregnancy | Prenatal Care | Activity- Proper Nutrition During Pregnancy |

| Knowledge and Skills Statement | Student Expectation | Breakout | Lesson | Activity, Project, Handout, etc. |
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| (3) The student understands the importance of prenatal care in the development of a child. The student is expected to: | (B) analyze reasons for medical care and good health practices prior to and during pregnancy | (i) analyze reasons for medical care prior to pregnancy | Prenatal Care | Project- A Beginner's Guide to Pregnancy |
| (3) The student understands the importance of prenatal care in the development of a child. The student is expected to: | (B) analyze reasons for medical care and good health practices prior to and during pregnancy | (ii) analyze reasons for medical care during pregnancy | Prenatal Care | Project- A Beginner's Guide to Pregnancy |
| (3) The student understands the importance of prenatal care in the development of a child. The student is expected to: | (B) analyze reasons for medical care and good health practices prior to and during pregnancy | (iii) analyze reasons for good health practices prior to pregnancy | Prenatal Care | Project- A Beginner's Guide to Pregnancy |
| (3) The student understands the importance of prenatal care in the development of a child. The student is expected to: | (B) analyze reasons for medical care and good health practices prior to and during pregnancy | (iv) analyze reasons for good health practices during pregnancy | Prenatal Care | Project- A Beginner's Guide to Pregnancy |
| (3) The student understands the importance of prenatal care in the development of a child. The student is expected to: | (C) outline stages of prenatal development | (i) outline stages of prenatal development | Human Development: Fetal & Infant | Activity- Fetal Growth Chart; Project- Body Systems Poster |
| (3) The student understands the importance of prenatal care in the development of a child. The student is expected to: | (D) discuss the role of genetics in prenatal development | (i) discuss the role of genetics in prenatal development | Human Development: Fetal & Infant | Activity-Mystery Diagnosis Genetics; Activity-Mystery Diagnosis Genetics Teacher Instruction Sheet |
| (3) The student understands the importance of prenatal care in the development of a child. The student is expected to: | (E) determine environmental factors affecting development of the fetus | (i) determine environmental factors affecting development of the fetus | Human Development: Fetal & Infant | Activity- Fetal Growth Chart; Activity- Germ Layer Bingo; Activity- Germ Layer Bingo Teacher Instruction Sheet; Project- Body Systems Poster |
| (4) The student understands the development of children ages newborn through two years. The student is expected to: | (A) analyze the physical, emotional, social, and cognitive development of infants and toddlers | (i) analyze the physical development of infants | Human Development: Fetal & Infant | Activity- Understanding Change; Project- Infant Insight; Project- Body Systems Poster |
| (4) The student understands the development of children ages newborn through two years. The student is expected to: | (A) analyze the physical, emotional, social, and cognitive development of infants and toddlers | (ii) analyze the physical development of toddlers | Human Development: Toddlers, PreSchoolers & School Age Children | Project- Toddler Insight Pamphlet |
| (4) The student understands the development of children ages newborn through two years. The student is expected to: | (A) analyze the physical, emotional, social, and cognitive development of infants and toddlers | (iii) analyze the emotional development of infants | Human Development: Fetal & Infant | Activity- Understanding Change; Project- Infant Insight |
| (4) The student understands the development of children ages newborn through two years. The student is expected to: | (A) analyze the physical, emotional, social, and cognitive development of infants and toddlers | (iv) analyze the emotional development of toddlers | Human Development: Toddlers, PreSchoolers & School Age Children | Project- Toddler Insight Pamphlet |
| (4) The student understands the development of children ages newborn through two years. The student is expected to: | (A) analyze the physical, emotional, social, and cognitive development of infants and toddlers | (v) analyze the social development of infants | Human Development: Fetal & Infant | Activity- Understanding Change; Project- Infant Insight |
| (4) The student understands the development of children ages newborn through two years. The student is expected to: | (A) analyze the physical, emotional, social, and cognitive development of infants and toddlers | (vi) analyze the social development of toddlers | Human Development: Toddlers, PreSchoolers & School Age Children | Project- Toddler Insight Pamphlet |

| Knowledge and Skills Statement | Student Expectation | Breakout | Lesson | Activity, Project, Handout, etc. |
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| (4) The student understands the development of children ages newborn through two years. The student is expected to: | (A) analyze the physical, emotional, social, and cognitive development of infants and toddlers | (vii) analyze the cognitive development of infants | Human Development: Fetal & Infant | Activity- Understanding Change; Project- Infant Insight |
| (4) The student understands the development of children ages newborn through two years. The student is expected to: | (A) analyze the physical, emotional, social, and cognitive development of infants and toddlers | (viii) analyze the cognitive development of toddlers | Human Development: Toddlers, PreSchoolers & School Age Children | Project- Toddler Insight Pamphlet |
| (4) The student understands the development of children ages newborn through two years. The student is expected to: | (B) analyze various developmental theories relating to infants and toddlers | (i) analyze various developmental theories relating to infants | Human Developmental Theories | Project- Developmental Theories Timeline |
| (4) The student understands the development of children ages newborn through two years. The student is expected to: | (B) analyze various developmental theories relating to infants and toddlers | (ii) analyze various developmental theories relating to toddlers | Human Developmental Theories | Project- Developmental Theories Timeline |
| (4) The student understands the development of children ages newborn through two years. The student is expected to: | (C) discuss the influences of the family and society on the infant and toddler | (i) discuss the influences of the family on the infant | Factors Influencing Human Development | Activity- Cultural Diversity & Child Development; Project- Factors Influencing Child Development |
| (4) The student understands the development of children ages newborn through two years. The student is expected to: | (C) discuss the influences of the family and society on the infant and toddler | (ii) discuss the influences of the family on the toddler | Factors Influencing Human Development | Activity- Cultural Diversity & Child Development; Project- Factors Influencing Child Development |
| (4) The student understands the development of children ages newborn through two years. The student is expected to: | (C) discuss the influences of the family and society on the infant and toddler | (iii) discuss the influences of society on the infant | Factors Influencing Human Development | Activity- Cultural Diversity & Child Development; Project- Factors Influencing Child Development |
| (4) The student understands the development of children ages newborn through two years. The student is expected to: | (C) discuss the influences of the family and society on the infant and toddler | (iv) discuss the influences of society on the toddler | Factors Influencing Human Development | Activity- Cultural Diversity & Child Development; Project- Factors Influencing Child Development |
| (4) The student understands the development of children ages newborn through two years. The student is expected to: | (D) summarize strategies for optimizing the development of infants and toddlers, including those with special needs | (i) summarize strategies for optimizing the development of infants, including those with special needs | Human Development: Fetal & Infant | Project- Infant Insight |
| (4) The student understands the development of children ages newborn through two years. The student is expected to: | (D) summarize strategies for optimizing the development of infants and toddlers, including those with special needs | (ii) summarize strategies for optimizing the development of toddlers, including those with special needs | Human Development: Toddlers, Preschoolers & School Age Children | Project - Toddler Insight Pamphlet |
| (4) The student understands the development of children ages newborn through two years. The student is expected to: | (E) determine techniques that promote the health and safety of infants and toddlers | (i) determine techniques that promote the health of infants | Family Health | Project- Health Care through the Lifecycle |

| Knowledge and Skills Statement | Student Expectation | Breakout | Lesson | Activity, Project, Handout, etc. |
|---------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------|--------------------------------------------------------------------------------------------------|
| (4) The student understands the development of children ages newborn through two years. The student is expected to: | (E) determine techniques that promote the health and safety of infants and toddlers | (ii) determine techniques that promote the health of toddlers | Family Health | Project- Health Care through the Lifecycle |
| (4) The student understands the development of children ages newborn through two years. The student is expected to: | (E) determine techniques that promote the health and safety of infants and toddlers | (iii) determine techniques that promote the safety of infants | Care & Protection of Children | Activity- Safety & Protection Programs; Project- Safety Techniques |
| (4) The student understands the development of children ages newborn through two years. The student is expected to: | (E) determine techniques that promote the health and safety of infants and toddlers | (iv) determine techniques that promote the safety of toddlers | Care & Protection of Children | Activity- Safety & Protection Programs; Project- Safety Techniques |
| (4) The student understands the development of children ages newborn through two years. The student is expected to: | (F) determine developmentally appropriate guidance techniques for children in the first two years of life | (i) determine developmentally appropriate guidance techniques for children in the first two years of life | Human Development: Toddlers, PreSchoolers & School Age Children | Activity- Toddler Activities List Poster |
| (5) The student understands the development of children ages three through five years. The student is expected to: | (A) analyze the physical, emotional, social, and cognitive development of preschoolers | (i) analyze the physical development of preschoolers | Human Development: Toddlers, PreSchoolers & School Age Children | Project- PreSchool Insight Pamphlet |
| (5) The student understands the development of children ages three through five years. The student is expected to: | (A) analyze the physical, emotional, social, and cognitive development of preschoolers | (ii) analyze the emotional development of preschoolers | Human Development: Toddlers, PreSchoolers & School Age Children | Project- PreSchool Insight Pamphlet |
| (5) The student understands the development of children ages three through five years. The student is expected to: | (A) analyze the physical, emotional, social, and cognitive development of preschoolers | (iii) analyze the social development of preschoolers | Human Development: Toddlers, PreSchoolers & School Age Children | Project- PreSchool Insight Pamphlet |
| (5) The student understands the development of children ages three through five years. The student is expected to: | (A) analyze the physical, emotional, social, and cognitive development of preschoolers | (iv) analyze the cognitive development of preschoolers | Human Development: Toddlers, PreSchoolers & School Age Children | Project- PreSchool Insight Pamphlet |
| (5) The student understands the development of children ages three through five years. The student is expected to: | (B) analyze various developmental theories relating to preschoolers | (i) analyze various developmental theories relating to preschoolers | Human Developmental Theories | Project- Developmental Theories Timeline |
| (5) The student understands the development of children ages three through five years. The student is expected to: | (C) discuss the influences of the family and society on preschoolers | (i) discuss the influences of the family on preschoolers | Factors Influencing Human Development | Activity- Cultural Diversity & Child Development; Project- Factors Influencing Child Development |
| (5) The student understands the development of children ages three through five years. The student is expected to: | (C) discuss the influences of the family and society on preschoolers | (ii) discuss the influences of society on preschoolers | Factors Influencing Human Development | Activity- Cultural Diversity & Child Development; Project- Factors Influencing Child Development |
| (5) The student understands the development of children ages three through five years. The student is expected to: | (D) summarize strategies for optimizing the development of preschoolers, including those with special needs | (i) summarize strategies for optimizing the development of preschoolers, including those with special needs | Human Development: Toddlers, Preschoolers & School Age Children | Project - Preschool Insight Pamphlet |
| (5) The student understands the development of children ages three through five years. The student is expected to: | (E) determine techniques that promote the health and safety of preschoolers | (i) determine techniques that promote the health of preschoolers | Family Health | Project- Health Care through the Lifecycle |

| Knowledge and Skills Statement | Student Expectation | Breakout | Lesson | Activity, Project, Handout, etc. |
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| (5) The student understands the development of children ages three through five years. The student is expected to: | (E) determine techniques that promote the health and safety of preschoolers | (ii) determine techniques that promote the safety of preschoolers | Care & Protection of Children | Activity- Safety & Protection Programs; Project- Safety Techniques |
| (5) The student understands the development of children ages three through five years. The student is expected to: | (F) determine developmentally appropriate guidance techniques for preschoolers. | (i) determine developmentally appropriate guidance techniques for preschoolers. | Human Development: Toddlers, Preschoolers & School Age Children | Activity- Preschoolers Activities List Collage |
| (6) The student understands the development of children ages six through ten 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 | (i) analyze the physical development of children in the early to middle childhood stage of development | Human Development: Toddlers, Preschoolers & School Age Children | Project- School-Age Insight Pamphlet |
| (6) The student understands the development of children ages six through ten 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 | (ii) analyze the emotional development of children in the early to middle childhood stage of development | Human Development: Toddlers, Preschoolers & School Age Children | Project- School-Age Insight Pamphlet |
| (6) The student understands the development of children ages six through ten 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 | (iii) analyze the social development of children in the early to middle childhood stage of development | Human Development: Toddlers, Preschoolers & School Age Children | Project- School-Age Insight Pamphlet |
| (6) The student understands the development of children ages six through ten 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 | (iv) analyze the cognitive development of children in the early to middle childhood stage of development | Human Development: Toddlers, Preschoolers & School Age Children | Activity- Preschoolers Activities List Collage; Project- School-Age Insight Pamphlet |
| (6) The student understands the development of children ages six through ten years. The student is expected to: | (B) analyze various developmental theories relating to children in the early to middle childhood stage of development | (i) analyze various developmental theories relating to children in the early to middle childhood stage of development | Human Developmental Theories | Project- Developmental Theories Timeline |
| (6) The student understands the development of children ages six through ten years. The student is expected to: | (C) discuss the influences of the family and society on children in the early to middle childhood stage of development | (i) discuss the influences of the family on children in the early to middle childhood stage of development | Factors Influencing Human Development | Activity- Cultural Diversity & Child Development; Project- Factors Influencing Child Development |
| (6) The student understands the development of children ages six through ten years. The student is expected to: | (C) discuss the influences of the family and society on children in the early to middle childhood stage of development | (ii) discuss the influences of society on children in the early to middle childhood stage of development | Factors Influencing Human Development | Activity- Cultural Diversity & Child Development; Project- Factors Influencing Child Development |
| (6) The student understands the development of children ages six through ten years. The student is expected to: | (D) summarize strategies for optimizing the development of children in the early to middle childhood stage of development, including those with special needs | (i) summarize strategies for optimizing the development of children in the early to middle childhood stage of development, including those with special needs | Human Development: Toddlers, Preschoolers & School Age Children | Project - School-Age-Insight Pamphlet |
| (6) The student understands the development of children ages six through ten years. The student is expected to: | (E) determine techniques that promote the health and safety of children in the early to middle childhood stage of development | (i) determine techniques that promote the health of children in the early to middle childhood stage of development | Family Health | Project- Health Care through the Lifecycle |

| Knowledge and Skills Statement | Student Expectation | Breakout | Lesson | Activity, Project, Handout, etc. |
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| (6) The student understands the development of children ages six through ten years. The student is expected to: | (E) determine techniques that promote the health and safety of children in the early to middle childhood stage of development | (ii) determine techniques that promote the safety of children in the early to middle childhood stage of development | Care & Protection of Children | Activity- Safety & Protection Programs; Project- Safety Techniques |
| (6) The student understands the development of children ages six through ten years. The student is expected to: | (F) determine developmentally appropriate guidance techniques for children in the early to middle childhood stage of development | (i) determine developmentally appropriate guidance techniques for children in the early to middle childhood stage of development | Human Development: Toddlers, Preschoolers & School Age Children | Project- School Age Activity List Presentation; Project- School-Age Insight Pamphlet |
| (7) The student understands the development of adolescents ages 11 through 19 years. The student is expected to: | (A) analyze the biological and cognitive development of adolescents | (i) analyze the biological development of adolescents | Human Development: The Adolescent Male | Activity- Anatomy Identification; Activity- Anatomy Identification Answer Key; Project- Changes Pamphlet; Project- Adolescent Male Insight |
| (7) The student understands the development of adolescents ages 11 through 19 years. The student is expected to: | (A) analyze the biological and cognitive development of adolescents | (i) analyze the biological development of adolescents | Human Development: The Adolescent Female | Activity- Anatomy Identification; Activity- Anatomy Identification Answer Key; Project- Changes Pamphlet; Project- Adolescent Female Insight |
| (7) The student understands the development of adolescents ages 11 through 19 years. The student is expected to: | (A) analyze the biological and cognitive development of adolescents | (ii) analyze the cognitive development of adolescents | Human Development: The Adolescent Male | Project- Adolescent Male Insight |
| (7) The student understands the development of adolescents ages 11 through 19 years. The student is expected to: | (A) analyze the biological and cognitive development of adolescents | (ii) analyze the cognitive development of adolescents | Human Development: The Adolescent Female | Project- Adolescent Female Insight |
| (7) The student understands the development of adolescents ages 11 through 19 years. The student is expected to: | (B) analyze the emotional and social development of adolescents | (i) analyze the emotional development of adolescents | Human Development: The Adolescent Male | Project- Adolescent Male Insight |
| (7) The student understands the development of adolescents ages 11 through 19 years. The student is expected to: | (B) analyze the emotional and social development of adolescents | (i) analyze the emotional development of adolescents | Human Development: The Adolescent Female | Project- Adolescent Female Insight |
| (7) The student understands the development of adolescents ages 11 through 19 years. The student is expected to: | (B) analyze the emotional and social development of adolescents | (ii) analyze the social development of adolescents | Human Development: The Adolescent Male | Project- Adolescent Male Insight |
| (7) The student understands the development of adolescents ages 11 through 19 years. The student is expected to: | (B) analyze the emotional and social development of adolescents | (ii) analyze the social development of adolescents | Human Development: The Adolescent Female | Project- Adolescent Female Insight |
| (7) The student understands the development of adolescents ages 11 through 19 years. The student is expected to: | (C) discuss various theoretical perspectives relevant to adolescent growth and development | (i) discuss various theoretical perspectives relevant to adolescent growth | Human Developmental Theories | Project- Developmental Theories Timeline |

| Knowledge and Skills Statement | Student Expectation | Breakout | Lesson | Activity, Project, Handout, etc. |
|----------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------|------------------------------------------|--------------------------------------------------------------------------------------------------|
| (7) The student understands the development of adolescents ages 11 through 19 years. The student is expected to: | (C) discuss various theoretical perspectives relevant to adolescent growth and development | (ii) discuss various theoretical perspectives relevant to adolescent development | Human Developmental Theories | Project- Developmental Theories Timeline |
| (7) The student understands the development of adolescents ages 11 through 19 years. The student is expected to: | (D) discuss the influences of the family and society on adolescents | (i) discuss the influences of the family on adolescents | Factors Influencing Human Development | Activity- Cultural Diversity & Child Development; Project- Factors Influencing Child Development |
| (7) The student understands the development of adolescents ages 11 through 19 years. The student is expected to: | (D) discuss the influences of the family and society on adolescents | (ii) discuss the influences of society on adolescents | Factors Influencing Human Development | Activity- Cultural Diversity & Child Development; Project- Factors Influencing Child Development |
| (7) The student understands the development of adolescents ages 11 through 19 years. The student is expected to: | (E) summarize strategies for optimizing adolescent development | (i) summarize strategies for optimizing adolescent development | Factors Influencing Human Development | Activity- Cultural Diversity & Child Development; Project- Factors Influencing Child Development |
| (7) The student understands the development of adolescents ages 11 through 19 years. The student is expected to: | (F) determine techniques that promote the health and safety of the adolescent | (i) determine techniques that promote the health of the adolescent | Family Health | Project- Health Care through the Lifecycle |
| (7) The student understands the development of adolescents ages 11 through 19 years. The student is expected to: | (F) determine techniques that promote the health and safety of the adolescent | (ii) determine techniques that promote the safety of the adolescent | Care & Protection of Children | Activity- Safety & Protection Programs; Project- Safety Techniques |
| (7) The student understands the development of adolescents ages 11 through 19 years. The student is expected to: | (G) determine developmentally appropriate guidance techniques for adolescents | (i) determine developmentally appropriate guidance techniques for adolescents | Human Development: The Adolescent Male | Activity- Guiding Teens |
| (7) The student understands the development of adolescents ages 11 through 19 years. The student is expected to: | (G) determine developmentally appropriate guidance techniques for adolescents | (i) determine developmentally appropriate guidance techniques for adolescents | Human Development: The Adolescent Female | Activity- Guiding Teens |
| (8) The student understands the importance of care and protection of children and adolescents. The student is expected to: | (A) determine the services provided by agencies that protect the rights of children and adolescents | (i) determine the services provided by agencies that protect the rights of children | Care & Protection of Children | Activity- Safety & Protection Programs; Project- Safety Techniques |
| (8) The student understands the importance of care and protection of children and adolescents. The student is expected to: | (A) determine the services provided by agencies that protect the rights of children and adolescents | (ii) determine the services provided by agencies that protect the rights of adolescents | Teen Issues | Student Handout- Community Resources |
| (8) The student understands the importance of care and protection of children and adolescents. The student is expected to: | (B) summarize various resources focusing on children and adolescents | (i) summarize various resources focusing on children | Care & Protection of Children | Activity- Safety & Protection Programs; Project- Safety Techniques |

| Knowledge and Skills Statement | Student Expectation | Breakout | Lesson | Activity, Project, Handout, etc. |
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| (8) The student understands the importance of care and protection of children and adolescents. The student is expected to: | (B) summarize various resources focusing on children and adolescents | (ii) summarize various resources focusing on adolescents | Teen Issues | Student Handout- Community Resources |
| (8) The student understands the importance of care and protection of children and adolescents. The student is expected to: | (C) predict the impact of changing demographics and cultural diversity on the health and welfare of children and adolescents | (i) predict the impact of changing demographics on the health of children | Factors Influencing Human Development | Activity- Cultural Diversity & Child Development; Project- Factors Influencing Child Development |
| (8) The student understands the importance of care and protection of children and adolescents. The student is expected to: | (C) predict the impact of changing demographics and cultural diversity on the health and welfare of children and adolescents | (ii) predict the impact of changing demographics on the health of adolescents | Factors Influencing Human Development | Activity- Cultural Diversity & Child Development; Project- Factors Influencing Child Development |
| (8) The student understands the importance of care and protection of children and adolescents. The student is expected to: | (C) predict the impact of changing demographics and cultural diversity on the health and welfare of children and adolescents | (iii) predict the impact of changing demographics on the welfare of children | Factors Influencing Human Development | Activity- Cultural Diversity & Child Development; Project- Factors Influencing Child Development |
| (8) The student understands the importance of care and protection of children and adolescents. The student is expected to: | (C) predict the impact of changing demographics and cultural diversity on the health and welfare of children and adolescents | (iv) predict the impact of changing demographics on the welfare of adolescents | Factors Influencing Human Development | Activity- Cultural Diversity & Child Development; Project- Factors Influencing Child Development |
| (8) The student understands the importance of care and protection of children and adolescents. The student is expected to: | (C) predict the impact of changing demographics and cultural diversity on the health and welfare of children and adolescents | (v) predict the impact of cultural diversity on the health of children | Factors Influencing Human Development | Activity- Cultural Diversity & Child Development; Project- Factors Influencing Child Development |
| (8) The student understands the importance of care and protection of children and adolescents. The student is expected to: | (C) predict the impact of changing demographics and cultural diversity on the health and welfare of children and adolescents | (vi) predict the impact of cultural diversity on the health of adolescents | Factors Influencing Human Development | Activity- Cultural Diversity & Child Development; Project- Factors Influencing Child Development |
| (8) The student understands the importance of care and protection of children and adolescents. The student is expected to: | (C) predict the impact of changing demographics and cultural diversity on the health and welfare of children and adolescents | (vii) predict the impact of cultural diversity on the welfare of children | Factors Influencing Human Development | Activity- Cultural Diversity & Child Development; Project- Factors Influencing Child Development |
| (8) The student understands the importance of care and protection of children and adolescents. The student is expected to: | (C) predict the impact of changing demographics and cultural diversity on the health and welfare of children and adolescents | (viii) predict the impact of cultural diversity on the welfare of adolescents | Factors Influencing Human Development | Activity- Cultural Diversity & Child Development; Project- Factors Influencing Child Development |
| (8) The student understands the importance of care and protection of children and adolescents. The student is expected to: | (D) analyze forms, causes, effects, prevention, and treatment of child abuse | (i) analyze forms of child abuse | Child Abuse | |
| (8) The student understands the importance of care and protection of children and adolescents. The student is expected to: | (D) analyze forms, causes, effects, prevention, and treatment of child abuse | (ii) analyze causes of child abuse | Child Abuse | |

| Knowledge and Skills Statement | Student Expectation | Breakout | Lesson | Activity, Project, Handout, etc. |
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| (8) The student understands the importance of care and protection of children and adolescents. The student is expected to: | (D) analyze forms, causes, effects, prevention, and treatment of child abuse | (iii) analyze effects of child abuse | Child Abuse | |
| (8) The student understands the importance of care and protection of children and adolescents. The student is expected to: | (D) analyze forms, causes, effects, prevention, and treatment of child abuse | (iv) analyze prevention of child abuse | Child Abuse | |
| (8) The student understands the importance of care and protection of children and adolescents. The student is expected to: | (D) analyze forms, causes, effects, prevention, and treatment of child abuse | (v) analyze treatment of child abuse | Child Abuse | |
| (8) The student understands the importance of care and protection of children and adolescents. The student is expected to: | (E) explain the impact of appropriate health care and importance of safety for children and adolescents | (i) explain the impact of appropriate health care for children | Family Health | Project- Health Care through the Lifecycle |
| (8) The student understands the importance of care and protection of children and adolescents. The student is expected to: | (E) explain the impact of appropriate health care and importance of safety for children and adolescents | (ii) explain the impact of appropriate health care for adolescents | Family Health | Project- Health Care through the Lifecycle |
| (8) The student understands the importance of care and protection of children and adolescents. The student is expected to: | (E) explain the impact of appropriate health care and importance of safety for children and adolescents | (iii) explain the importance of safety for children | Care & Protection of Children | Activity- Safety & Protection Programs; Project- Safety Techniques |
| (8) The student understands the importance of care and protection of children and adolescents. The student is expected to: | (E) explain the impact of appropriate health care and importance of safety for children and adolescents | (iv) explain the importance of safety for adolescents | Care & Protection of Children | Activity- Safety & Protection Programs; Project- Safety Techniques |
| (8) The student understands the importance of care and protection of children and adolescents. The student is expected to: | (F) discuss responsibilities of citizens, legislation, and public policies affecting children and adolescents | (i) discuss responsibilities of citizens affecting children | Care & Protection of Children | Activity- Safety & Protection Programs; Project- Safety Techniques |
| (8) The student understands the importance of care and protection of children and adolescents. The student is expected to: | (F) discuss responsibilities of citizens, legislation, and public policies affecting children and adolescents | (ii) discuss responsibilities of citizens affecting adolescents | Care & Protection of Children | Activity- Safety & Protection Programs; Project- Safety Techniques |
| (8) The student understands the importance of care and protection of children and adolescents. The student is expected to: | (F) discuss responsibilities of citizens, legislation, and public policies affecting children and adolescents | (iii) discuss legislation affecting children | Care & Protection of Children | Activity- Safety & Protection Programs; Project- Safety Techniques |
| (8) The student understands the importance of care and protection of children and adolescents. The student is expected to: | (F) discuss responsibilities of citizens, legislation, and public policies affecting children and adolescents | (iv) discuss legislation affecting adolescents | Teen Issues | Project- Investigation: Legislation & Public Policies |

| Knowledge and Skills Statement | Student Expectation | Breakout | Lesson | Activity, Project, Handout, etc. |
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| (8) The student understands the importance of care and protection of children and adolescents. The student is expected to: | (F) discuss responsibilities of citizens, legislation, and public policies affecting children and adolescents | (v) discuss public policies affecting children | Care & Protection of Children | Activity- Safety & Protection Programs; Project- Safety Techniques |
| (8) The student understands the importance of care and protection of children and adolescents. The student is expected to: | (F) discuss responsibilities of citizens, legislation, and public policies affecting children and adolescents | (vi) discuss public policies affecting adolescents | Teen Issues | Project- Investigation: Legislation & Public Policies |
| (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 | (i) analyze various development theories relating to early adults, including biological development | Human Developmental Theories | Project- Developmental Theories Timeline |
| (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 | (i) analyze various development theories relating to early adults, including biological development | Human Development: Adulthood | Activity- Emerging vs Early Adulthood Venn Diagram |
| (9) The student understands the development of adults ages 20 through 39 years. The student is expected to: | (B) analyze various development theories relating to early adults, including emotional, moral, and psychosocial development | (ii) analyze various development theories relating to early adults, including cognitive development | Human Developmental Theories | Project- Developmental Theories Timeline |
| (9) The student understands the development of adults ages 20 through 39 years. The student is expected to: | (B) analyze various development theories relating to early adults, including emotional, moral, and psychosocial development | (ii) analyze various development theories relating to early adults, including cognitive development | Human Development: Adulthood | Activity- Emerging vs Early Adulthood Venn Diagram |
| (9) The student understands the development of adults ages 20 through 39 years. The student is expected to: | (C) discuss the influences of society and culture on early adults | (i) discuss the influences of society on early adults | Factors Influencing Human Development | Activity- Social Challenges & Adult Well-being; Project- Factors Influencing Adult Well-being |
| (9) The student understands the development of adults ages 20 through 39 years. The student is expected to: | (C) discuss the influences of society and culture on early adults | (ii) discuss the influences of culture on early adults | Factors Influencing Human Development | Activity- Social Challenges & Adult Well-being; Project- Factors Influencing Adult Well-being |
| (9) The student understands the development of adults ages 20 through 39 years. The student is expected to: | (D) discuss the importance of family, human relationships, and social interaction for early adults | (i) discuss the importance of family for early adults | Factors Influencing Human Development | Activity- Social Challenges & Adult Well-being; Project- Factors Influencing Adult Well-being |
| (9) The student understands the development of adults ages 20 through 39 years. The student is expected to: | (D) discuss the importance of family, human relationships, and social interaction for early adults | (ii) discuss the importance of human relationships for early adults | Factors Influencing Human Development | Activity- Social Challenges & Adult Well-being; Project- Factors Influencing Adult Well-being |
| (9) The student understands the development of adults ages 20 through 39 years. The student is expected to: | (D) discuss the importance of family, human relationships, and social interaction for early adults | (iii) discuss the importance of social interaction for early adults | Human Developmental Theories | Project- Developmental Theories Timeline |
| (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 | (i) analyze various development theories relating to middle adults, including biological development | Human Developmental Theories | Project- Developmental Theories Timeline |

| Knowledge and Skills Statement | Student Expectation | Breakout | Lesson | Activity, Project, Handout, etc. |
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| (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 | (ii) analyze various development theories relating to middle adults, including cognitive development | Human Developmental Theories | Project- Developmental Theories Timeline |
| (10) The student understands the development of adults ages 40 through 65 years. The student is expected to: | (B) analyze various development theories relating to middle adults, including emotional, moral, and psychosocial development | (i) analyze various development theories relating to middle adults, including emotional development | Human Developmental Theories | Project- Developmental Theories Timeline |
| (10) The student understands the development of adults ages 40 through 65 years. The student is expected to: | (B) analyze various development theories relating to middle adults, including emotional, moral, and psychosocial development | (ii) analyze various development theories relating to middle adults, including moral development | Human Developmental Theories | Project- Developmental Theories Timeline |
| (10) The student understands the development of adults ages 40 through 65 years. The student is expected to: | (B) analyze various development theories relating to middle adults, including emotional, moral, and psychosocial development | (iii) analyze various development theories relating to middle adults, including psychosocial development | Human Developmental Theories | Project- Developmental Theories Timeline |
| (10) The student understands the development of adults ages 40 through 65 years. The student is expected to: | (C) discuss the influences of society and culture on middle adults | (i) discuss the influences of society on middle adults | Factors Influencing Human Development | Activity- Social Challenges & Adult Well-being; Project- Factors Influencing Adult Well-being |
| (10) The student understands the development of adults ages 40 through 65 years. The student is expected to: | (C) discuss the influences of society and culture on middle adults | (ii) discuss the influences of culture on middle adults | Factors Influencing Human Development | Activity- Social Challenges & Adult Well-being; Project- Factors Influencing Adult Well-being |
| (10) The student understands the development of adults ages 40 through 65 years. The student is expected to: | (D) discuss the importance of family, human relationships, and social interaction for middle adults | (i) discuss the importance of family for middle adults | Factors Influencing Human Development | Activity- Social Challenges & Adult Well-being; Project- Factors Influencing Adult Well-being |
| (10) The student understands the development of adults ages 40 through 65 years. The student is expected to: | (D) discuss the importance of family, human relationships, and social interaction for middle adults | (ii) discuss the importance of human relationships for middle adults | Factors Influencing Human Development | Activity- Social Challenges & Adult Well-being; Project- Factors Influencing Adult Well-being |
| (10) The student understands the development of adults ages 40 through 65 years. The student is expected to: | (D) discuss the importance of family, human relationships, and social interaction for middle adults | (iii) discuss the importance of social interaction for middle adults | Factors Influencing Human Development | Activity- Social Challenges & Adult Well-being; Project- Factors Influencing Adult Well-being |
| (11) The student understands the development of adults ages 66 years and older. The student is expected to: | (A) analyze various development theories relating to those within the stage of late adulthood, including biological and cognitive development | (i) analyze various development theories relating to those within the stage of late adulthood, including biological development | Human Developmental Theories | Project- Developmental Theories Timeline |
| (11) The student understands the development of adults ages 66 years and older. The student is expected to: | (A) analyze various development theories relating to those within the stage of late adulthood, including biological and cognitive development | (ii) analyze various development theories relating to those within the stage of late adulthood, including cognitive development | Human Developmental Theories | Project- Developmental Theories Timeline |
| (11) The student understands the development of adults ages 66 years and older. The student is expected to: | (B) analyze various development theories relating to those within the stage of late adulthood, including emotional, moral, and psychosocial development | (i) analyze various development theories relating to those within the stage of late adulthood, including emotional development | Human Developmental Theories | Project- Developmental Theories Timeline |

| Knowledge and Skills Statement | Student Expectation | Breakout | Lesson | Activity, Project, Handout, etc. |
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| (11) The student understands the development of adults ages 66 years and older. The student is expected to: | (B) analyze various development theories relating to those within the stage of late adulthood, including emotional, moral, and psychosocial development | (ii) analyze various development theories relating to those within the stage of late adulthood, including moral development | Human Developmental Theories | Project- Developmental Theories Timeline |
| (11) The student understands the development of adults ages 66 years and older. The student is expected to: | (B) analyze various development theories relating to those within the stage of late adulthood, including emotional, moral, and psychosocial development | (iii) analyze various development theories relating to those within the stage of late adulthood, including psychosocial development | Human Developmental Theories | Project- Developmental Theories Timeline |
| (11) The student understands the development of adults ages 66 years and older. The student is expected to: | (C) discuss the influences of society and culture on those within the stage of late adulthood | (i) discuss the influences of society on those within the stage of late adulthood | Factors Influencing Human Development | Activity- Social Challenges & Adult Well-being; Project- Factors Influencing Adult Well-being |
| (11) The student understands the development of adults ages 66 years and older. The student is expected to: | (C) discuss the influences of society and culture on those within the stage of late adulthood | (ii) discuss the influences of culture on those within the stage of late adulthood | Factors Influencing Human Development | Activity- Social Challenges & Adult Well-being; Project- Factors Influencing Adult Well-being |
| (11) The student understands the development of adults ages 66 years and older. The student is expected to: | (D) discuss the importance of family, human relationships, and social interaction for those within the stage of late adulthood | (i) discuss the importance of family for those within the stage of late adulthood | Factors Influencing Human Development | Activity- Social Challenges & Adult Well-being; Project- Factors Influencing Adult Well-being |
| (11) The student understands the development of adults ages 66 years and older. The student is expected to: | (D) discuss the importance of family, human relationships, and social interaction for those within the stage of late adulthood | (ii) discuss the importance of human relationships for those within the stage of late adulthood | Factors Influencing Human Development | Activity- Social Challenges & Adult Well-being; Project- Factors Influencing Adult Well-being |
| (11) The student understands the development of adults ages 66 years and older. The student is expected to: | (D) discuss the importance of family, human relationships, and social interaction for those within the stage of late adulthood | (iii) discuss the importance of social interaction for those within the stage of late adulthood | Factors Influencing Human Development | Activity- Social Challenges & Adult Well-being; Project- Factors Influencing Adult Well-being |
| (12) The student explores opportunities available in education and training. The student is expected to: | (A) assess personal interests, aptitudes, and abilities as related to the various stages of human growth and development | (i) assess personal interests as related to the various stages of human growth | Exploring Careers: Education & Training | Activity- Career Interview; Project: Career Exploration Journal: Career Plan; Project: Career Exploration Journal: Overview |
| (12) The student explores opportunities available in education and training. The student is expected to: | (A) assess personal interests, aptitudes, and abilities as related to the various stages of human growth and development | (i) assess personal interests as related to the various stages of human growth | Formulas for Career Success: Career Testing & Investigation | Activity- Preparing for Guidance; Project- Career Investigation; Project- Personal Profile |
| (12) The student explores opportunities available in education and training. The student is expected to: | (A) assess personal interests, aptitudes, and abilities as related to the various stages of human growth and development | (ii) assess aptitudes as related to the various stages of human growth | Exploring Careers: Education & Training | Activity- Career Interview; Project: Career Exploration Journal: Career Plan; Project: Career Exploration Journal: Overview |
| (12) The student explores opportunities available in education and training. The student is expected to: | (A) assess personal interests, aptitudes, and abilities as related to the various stages of human growth and development | (ii) assess aptitudes as related to the various stages of human growth | Formulas for Career Success: Career Testing & Investigation | Activity- Preparing for Guidance; Project- Career Investigation; Project- Personal Profile |

| Knowledge and Skills Statement | Student Expectation | Breakout | Lesson | Activity, Project, Handout, etc. |
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| (12) The student explores opportunities available in education and training. The student is expected to: | (A) assess personal interests, aptitudes, and abilities as related to the various stages of human growth and development | (iii) assess abilities as related to the various stages of human growth | Exploring Careers: Education & Training | Activity- Career Interview; Project: Career Exploration Journal: Career Plan; Project: Career Exploration Journal: Overview |
| (12) The student explores opportunities available in education and training. The student is expected to: | (A) assess personal interests, aptitudes, and abilities as related to the various stages of human growth and development | (iii) assess abilities as related to the various stages of human growth | Formulas for Career Success: Career Testing & Investigation | Activity- Preparing for Guidance; Project- Career Investigation; Project- Personal Profile |
| (12) The student explores opportunities available in education and training. The student is expected to: | (A) assess personal interests, aptitudes, and abilities as related to the various stages of human growth and development | (iv) assess personal interests as related to the various stages of human development | Exploring Careers: Education & Training | Activity- Career Interview; Project: Career Exploration Journal: Career Plan; Project: Career Exploration Journal: Overview |
| (12) The student explores opportunities available in education and training. The student is expected to: | (A) assess personal interests, aptitudes, and abilities as related to the various stages of human growth and development | (iv) assess personal interests as related to the various stages of human development | Formulas for Career Success: Career Testing & Investigation | Activity- Preparing for Guidance; Project- Career Investigation; Project- Personal Profile |
| (12) The student explores opportunities available in education and training. The student is expected to: | (A) assess personal interests, aptitudes, and abilities as related to the various stages of human growth and development | (v) assess aptitudes as related to the various stages of human development | Exploring Careers: Education & Training | Activity- Career Interview; Project: Career Exploration Journal: Career Plan; Project: Career Exploration Journal: Overview |
| (12) The student explores opportunities available in education and training. The student is expected to: | (A) assess personal interests, aptitudes, and abilities as related to the various stages of human growth and development | (v) assess aptitudes as related to the various stages of human development | Formulas for Career Success: Career Testing & Investigation | Activity- Preparing for Guidance; Project- Career Investigation; Project- Personal Profile |
| (12) The student explores opportunities available in education and training. The student is expected to: | (A) assess personal interests, aptitudes, and abilities as related to the various stages of human growth and development | (vi) assess abilities as related to the various stages of human development | Exploring Careers: Education & Training | Activity- Career Interview; Project: Career Exploration Journal: Career Plan; Project: Career Exploration Journal: Overview |
| (12) The student explores opportunities available in education and training. The student is expected to: | (A) assess personal interests, aptitudes, and abilities as related to the various stages of human growth and development | (vi) assess abilities as related to the various stages of human development | Formulas for Career Success: Career Testing & Investigation | Activity- Preparing for Guidance; Project- Career Investigation; Project- Personal Profile |
| (12) The student explores opportunities available in education and training. The student is expected to: | (B) evaluate employment and entrepreneurial opportunities including education requirements in the educational field of interest | (i) evaluate employment opportunities including education requirements in the educational field of interest | Exploring Careers: Education & Training | Activity- Career Interview; Project: Career Exploration Journal: Career Plan; Project: Career Exploration Journal: Overview; Project - Career Exploration Journal: Administration & Administrative Support; Project - Career Exploration Journal: Professional Support Services; Project - Career Exploration Journal: Teaching & Training |
| (12) The student explores opportunities available in education and training. The student is expected to: | (B) evaluate employment and entrepreneurial opportunities including education requirements in the educational field of interest | (ii) evaluate entrepreneurial opportunities including education requirements in the educational field of interest | Exploring Careers: Education & Training | Activity- Career Interview; Project: Career Exploration Journal: Career Plan; Project: Career Exploration Journal: Overview; Project - Career Exploration Journal: Administration & Administrative Support; Project - Career Exploration Journal: Professional Support Services; Project - Career Exploration Journal: Teaching & Training |
| (12) The student explores opportunities available in education and training. The student is expected to: | (C) propose short-term and long-term education and career goals | (i) propose short-term education goals | Exploring Careers: Education & Training | Project- Career Exploration Journal Teaching & Training; Project - Career Exoloration Journal: Career Plan |

| Knowledge and Skills Statement | Student Expectation | Breakout | Lesson | Activity, Project, Handout, etc. |
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| (12) The student explores opportunities available in education and training. The student is expected to: | (C) propose short-term and long-term education and career goals | (ii) propose short-term career goals | Exploring Careers: Education & Training | Project- Career Exploration Journal Teaching & Training; Project - Career Exoloration Journal: Career Plan |
| (12) The student explores opportunities available in education and training. The student is expected to: | (C) propose short-term and long-term education and career goals | (iii) propose long-term education goals | Exploring Careers: Education & Training | Project- Career Exploration Journal Teaching & Training; Project - Career Exoloration Journal: Career Plan |
| (12) The student explores opportunities available in education and training. The student is expected to: | (C) propose short-term and long-term education and career goals | (iv) propose long-term career goals | Exploring Careers: Education & Training | Project- Career Exploration Journal Teaching & Training; Project - Career Exoloration Journal: Career Plan |
| (12) The student explores opportunities available in education and training. The student is expected to: | (D) demonstrate effective methods and obligations for securing, maintaining, and terminating employment | (i) demonstrate effective methods for securing employment | Formulas for Career Success: Job Search | Activity- Job Hunt; Project- How Did You Get Your Job |
| (12) The student explores opportunities available in education and training. The student is expected to: | (D) demonstrate effective methods and obligations for securing, maintaining, and terminating employment | (i) demonstrate effective methods for securing employment | Formulas for Career Success: Job Applications | Activity- Application Critique; Project- Filling Out and Application |
| (12) The student explores opportunities available in education and training. The student is expected to: | (D) demonstrate effective methods and obligations for securing, maintaining, and terminating employment | (i) demonstrate effective methods for securing employment | Formulas for Career Success: Résumés | Project- Résumé Development |
| (12) The student explores opportunities available in education and training. The student is expected to: | (D) demonstrate effective methods and obligations for securing, maintaining, and terminating employment | (i) demonstrate effective methods for securing employment | Formulas for Career Success: Interview Process | Project- Guide to Interviews; Project- Mock Interview |
| (12) The student explores opportunities available in education and training. The student is expected to: | (D) demonstrate effective methods and obligations for securing, maintaining, and terminating employment | (ii) demonstrate effective methods for maintaining employment | Employability Skills | Activity - Maintaining Employment |
| (12) The student explores opportunities available in education and training. The student is expected to: | (D) demonstrate effective methods and obligations for securing, maintaining, and terminating employment | (iii) demonstrate effective methods for terminating employment | Employability Skills | Activity - Maintaining Employment |
| (12) The student explores opportunities available in education and training. The student is expected to: | (D) demonstrate effective methods and obligations for securing, maintaining, and terminating employment | (iv) demonstrate obligations for securing employment | Formulas for Career Success: Job Search | Activity- Job Hunt; Project- How Did You Get Your Job |
| (12) The student explores opportunities available in education and training. The student is expected to: | (D) demonstrate effective methods and obligations for securing, maintaining, and terminating employment | (iv) demonstrate obligations for securing employment | Formulas for Career Success: Job Applications | Activity- Application Critique; Project- Filling Out and Application |
| (12) The student explores opportunities available in education and training. The student is expected to: | (D) demonstrate effective methods and obligations for securing, maintaining, and terminating employment | (v) demonstrate obligations for maintaining employment | Employability Skills | Activity - Maintaining Employment |
| (12) The student explores opportunities available in education and training. The student is expected to: | (D) demonstrate effective methods and obligations for securing, maintaining, and terminating employment | (vi) demonstrate obligations for terminating employment | Employability Skills | Activity - Terminating Employment |
| (13) The student documents technical knowledge and skills. The student is expected to: | (A) update professional portfolio components, such as resume, samples of work, service learning log, assessment results, and mock scholarship applications | (i) update professional portfolio components | Formulas for Career Success: Portfolio Development | Activity- Choosing Artifacts; Activity- Creating Artifacts; Project- Digital Portfolio; Project- Portfolio Development |

| Knowledge and Skills Statement | Student Expectation | Breakout | Lesson | Activity, Project, Handout, etc. |
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| (13) The student documents technical knowledge and skills. The student is expected to: | (B) present the portfolio of interest to interested stakeholders | (i) present the portfolio of interest to interested stakeholders | Formulas for Career Success: Portfolio Development | Activity- Choosing Artifacts; Activity- Creating Artifacts; Project- Digital Portfolio; Project- Portfolio Development |

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