

Syllabus for Family and Consumer Science

Human Growth and Development is an examination of human development across the lifespan with emphasis upon 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.

(c) Knowledge and skills.

(1) The student understands historical, theoretical, and research perspectives of human growth and development. The student is expected to:

- (A) explain the role of theories in understanding human development;
- (B) describe theoretical perspectives that influence human development throughout the lifespan;
- (C) summarize historical influences on modern theories of human development;
- (D) compare and contrast the research methods commonly used to study human development; and
- (E) compare and contrast pedagogy and andragogy.

(2) 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;
- (B) analyze reasons for medical care and good health practices prior to and during pregnancy;
- (C) outline stages of prenatal development;
- (D) discuss the role of genetics in prenatal development; and
- (E) determine environmental factors affecting development of the fetus.

(3) 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;
- (B) analyze various developmental theories relating to infants and toddlers;
- (C) discuss the influences of the family and society on the infant and toddler;
- (D) summarize strategies for optimizing the development of infants and toddlers, including those with special needs;
- (E) determine techniques that promote the health and safety of infants and toddlers; and
- (F) determine developmentally appropriate guidance techniques for children in the first two years of life.

(4) 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;
- (B) analyze various developmental theories relating to preschoolers;
- (C) discuss the influences of the family and society on preschoolers;
- (D) summarize strategies for optimizing the development of preschoolers, including those with special needs;
- (E) determine techniques that promote the health and safety of preschoolers; and
- (F) determine developmentally appropriate guidance techniques for preschoolers.

(5) 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;
 - (B) analyze various developmental theories relating to children in the early to middle childhood stage of development;
 - (C) discuss the influences of the family and society on children in the early to middle childhood stage of development;
 - (D) summarize strategies for optimizing the development of children in the early to middle childhood stage of development, including those with special needs;
 - (E) determine techniques that promote the health and safety of children in the early to middle childhood stage of development; and
 - (F) determine developmentally appropriate guidance techniques for children in the early to middle childhood stage of development.
- (6) 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;
 - (B) analyze the emotional and social development of adolescents;
 - (C) discuss various theoretical perspectives relevant to adolescent growth and development;
 - (D) discuss the influences of the family and society on adolescents; and
 - (E) determine appropriate guidance techniques for adolescents.
- (7) The student understands the importance of care and protection of children. The student is expected to:
- (A) determine agencies and services that protect the rights of children;
 - (B) summarize various resources focusing on children;
 - (C) predict the impact of changing demographics and cultural diversity on the health and welfare of children;
 - (D) analyze forms, causes, effects, prevention, and treatment of child abuse;
 - (E) explain the impact of appropriate health care and safety of children; and
 - (F) discuss responsibilities of citizens, legislation, and public policies affecting children.
- (8) 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;
 - (B) analyze various development theories relating to early adults, including emotional, moral, and psychosocial development;
 - (C) discuss the influences of society and culture on early adults; and
 - (D) discuss the importance of family, human relationships, and social interaction for early adults.
- (9) 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;
 - (B) analyze various development theories relating to middle adults, including emotional, moral, and psychosocial development;
 - (C) discuss the influences of society and culture on middle adults; and

(D) discuss the importance of family, human relationships, and social interaction for middle adults.

(10) 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;

(B) analyze various development theories relating to those within the stage of late adulthood, including emotional, moral, and psychosocial development;

(C) discuss the influences of society and culture on those within the stage of late adulthood; and

(D) discuss the importance of family, human relationships, and social interaction for those within the stage of late adulthood.

(11) The student understands the skills necessary for career preparation. The student is expected to:

(A) demonstrate skills, characteristics, and responsibilities of leaders and effective team members;

(B) demonstrate effective methods and obligations for securing, maintaining, and terminating employment;

(C) practice human-relation skills; and

(D) demonstrate effective verbal, non-verbal, written, and electronic communication skills.

(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;

(B) evaluate employment and entrepreneurial opportunities and education requirements in the educational field of interest; and

(C) propose short- and long-term education and career goals.

Teacher Contact:

Shelby Curl – scurl@cisd.org

Course Grades:

50% Homework, Classwork, Daily Test, and Reports

50% Major Test and Major Projects

Family and Consumer Science Assertive Discipline Policy

Conduct and attitude have a direct influence on the amount of learning that takes place in the classroom.

A. The following behaviors will be expected in this classroom:

1. Always do your best
2. Follow directions
3. Listen while others are talking
4. 5 students per table
5. Complete work on time
6. Use kind words
7. Talking about your personal business makes it everyone business

B. The following guidelines will be used when a student behaves inappropriately:

- 1st offense Warning
- 2nd offense Student conference
- 3rd offense Parent contact
- 4th offense – Lunch Detention

Automatic Office Referral

- Cheating
- Skipping Class
- Uncorrectable/ Consistent dress code violation
- Fighting or confrontational behavior
- Profanity/racial slurs in class
- Refusing to surrender electric devices
- Vandalism or defacing of school property
- Non Compliance
- Refusal to attend teacher d-hall
- Public display of affection

You will always be praised for good conduct!

Class period_____

Print Student name_____

I have read and understand the Family and Consumer Science Assertive Discipline Policy.

I have read and understand the course syllabus for the class.

I have read and understand the grading policy for this course.

Student Signature

Date

Parent Signature

Date

Cell Phone #