

Human Growth and Development

Course Description

This course explores the physical, emotional, social, and intellectual development of individuals across the lifespan. External impacts on development including family structure and practices, social and technological forces, and resources available to individuals and their outcomes will be explored. Classroom, laboratory and educational leadership activities are supplemented through Nebraska FCCLA Career Student Organization.

Course Code:

090110

Endorsements to

Teach:

FACS

Programs of Study to which this Course applies

HSE.HS.1 Child, Youth, and Family Studies

| HSE.HS.1.1 | |
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| Analyze principles of human growth and development across the lifespan. | |
| <i>HSE.HS.1.1.a</i> | Analyze physical, emotional, social, moral and intellectual development. |
| <i>HSE.HS.1.1.b</i> | Assess the interrelationships among physical, emotional, social, and intellectual aspects of human growth and development. |
| <i>HSE.HS.1.1.c</i> | Examine brain structure and development over the lifespan. |
| <i>HSE.HS.1.1.d</i> | Explore current and emerging research about human growth and development. |

| HSE.HS.1.2 | |
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| Analyze services and supports available for positive developmental outcomes. | |
| <i>HSE.HS.1.2.a</i> | Identify developmental delays and differences of individuals. |
| <i>HSE.HS.1.2.b</i> | Identify services and supports needed when developmental milestones of individuals are not met. |
| <i>HSE.HS.1.2.c</i> | Examine school and community resources needed when developmental milestones of individuals are not met. |
| <i>HSE.HS.1.2.d</i> | Compare and contrast screening practices that help to identify issues related to developmental milestones. |

| HSE.HS.1.3 | |
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| Analyze conditions that influence child growth and development. | |
| <i>HSE.HS.1.3.a</i> | Investigate the effects of heredity and environment on prenatal and child growth and development. |
| <i>HSE.HS.1.3.b</i> | Theorize the effects of gender, ethnicity, and culture on child development. |
| <i>HSE.HS.1.3.c</i> | Research how economic status influences development of an individual or family. |

| HSE.HS.1.4 | |
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| Assess the external factors that influence individuals. | |

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| <i>HSE.HS.1.4.a</i> | Examine the impact of social and technological forces on an individual's development. |
| <i>HSE.HS.1.4.b</i> | Hypothesize the effects of experiences throughout the lifespan on an individual's physical, social, moral and emotional development. |
| <i>HSE.HS.1.4.c</i> | Analyze the geographic, political, and global influences on human growth and development. |
| <i>HSE.HS.1.4.d</i> | Evaluate the impact of diverse perspectives, needs, and characteristics of individuals and families. |
| <i>HSE.HS.1.4.e</i> | Analyze the differences between socio-economic status amongst families and the role it plays in the development of the individual or family. |

| HSE.HS.1.5 | |
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| Analyze the effects of family as a system on individuals and society. | |
| <i>HSE.HS.1.5.a</i> | Evaluate the function of the family as the basic unit of society. |
| <i>HSE.HS.1.5.b</i> | Examine the role of family in teaching culture and traditions across the lifespan. |
| <i>HSE.HS.1.5.c</i> | Summarize the family's role in developing independence, interdependence, and commitment of family members. |
| <i>HSE.HS.1.5.d</i> | Analyze the effects of change and transitions. |
| <i>HSE.HS.1.5.e</i> | Compare and contrast parenting styles to examine the effect on development. |

| HSE.HS.1.6 | |
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| Analyze strategies to manage health and wellness. | |
| <i>HSE.HS.1.6.a</i> | Develop a life plan, including pathways to acquiring the knowledge and skills need to achieve health and wellness goals. |
| <i>HSE.HS.1.6.b</i> | Define goals for lifelong health and wellness. |
| <i>HSE.HS.1.6.c</i> | Describe the various safety and sanitation practices necessary that promote health, wellness and safety. |
| <i>HSE.HS.1.6.d</i> | Recognize potential stressors, responses to stress and healthy ways for managing stress. |
| <i>HSE.HS.1.6.e</i> | Identify the importance of physical activity over a lifespan. |

| HSE.HS.1.7 | |
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| Critique individual's and family's abilities to identify and manage resources and make decisions related to the impact on the individual and family wellness. | |
| <i>HSE.HS.1.7.a</i> | Analyze the role of family and social services support systems in meeting human growth and development needs. |
| <i>HSE.HS.1.7.b</i> | Evaluate potential areas of concern affecting family members wellness. |
| <i>HSE.HS.1.7.c</i> | Utilize the decision making process to resolve issues related to wellness. |
| <i>HSE.HS.1.7.d</i> | Identify external support systems for individuals and families. |

| HSE.HS.1.8 | |
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| Apply knowledge of lifespan development from developmental theories and principles of growth and development. | |
| <i>HSE.HS.1.8.a</i> | Compare and contrast the intersection of developmental theories. |
| <i>HSE.HS.1.8.b</i> | Investigate the impact of developmental theories across the lifespan. |

| HSE.HS.1.9 | |
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| Evaluate conditions that impact normal growth and development. | |
| <i>HSE.HS.1.9.a</i> | Investigate issues that can hinder reaching developmental milestones. |
| <i>HSE.HS.1.9.b</i> | Examine educational, community, and governmental resources available to prevent developmental delays. |
| <i>HSE.HS.1.9.c</i> | Identify educational, community, and governmental resources available to address and improve developmental delays. |
| <i>HSE.HS.1.9.d</i> | Identify policies and programs in a variety of sectors that positively or negatively influence health care, nutrition, education, child protection, and poverty. |
| <i>HSE.HS.1.9.e</i> | Explore brain research that determines how the early years of life provide a window of opportunity for ensuring a child's healthy development. |

| HSE.HS.1.17 | |
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| Analyze ethical behaviors essential for working within human services careers. | |
| <i>HSE.HS.1.17.a</i> | Apply the Code of Ethical Conduct set forth by the NOHS (National Organization for Human Services). |
| <i>HSE.HS.1.17.b</i> | Model behaviors that demonstrate reliability, dependability and commitment to the organization. |
| <i>HSE.HS.1.17.c</i> | Comply with workplace policies, norms/culture, procedures and protocols. |
| <i>HSE.HS.1.17.d</i> | Exhibit professional etiquette in all interactions. |
| <i>HSE.HS.1.17.e</i> | Explain the importance of health, safety, human resource and environmental regulations. |

| HSE.HS.1.18 | |
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| Demonstrate professional practices and standards related to working with children, youth and families. | |
| <i>HSE.HS.1.18.a</i> | Utilize opportunities for continuing training and education. |
| <i>HSE.HS.1.18.b</i> | Demonstrate enthusiasm, initiative, and commitment to program goals and improvements. |
| <i>HSE.HS.1.18.c</i> | Implement federal, state, and local licensing and certification guidelines when designing programs. |
| <i>HSE.HS.1.18.d</i> | Apply business management skills to planning businesses in human services and related career fields. |
| <i>HSE.HS.1.18.e</i> | Analyze participants' strengths, needs, preferences, and interests across the lifespan through formal and informal assessment practices. |
| <i>HSE.HS.1.18.f</i> | Demonstrate use of technology in human services and related careers. |
| <i>HSE.HS.1.18.g</i> | Identify the training, education and certification requirements for entrance and advancement in a chosen occupation. |