



## Scope and Sequence

<b>Cluster:</b>	Education and Training
<b>Course Name:</b>	§130.143 Human Growth and Development (One Credit)
<b>Course Description:</b>	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.
<b>Course Requirements:</b>	This course is recommended for students in Grades 10-12. Recommended prerequisite: Principles of Education and Training. Curriculum Guide, textbooks, and Internet access are critical for enriched instructional effectiveness, relevance, and retention.

Units of Study	Knowledge and Skills	Student Expectations	Resources
<b>I. Historical, Theoretical, and Research Perspectives</b>			
A. Major theorists	(1) The student understands historical, theoretical, and research perspectives of human growth and development.	(A) explain the role of theories in understanding human development	<ul style="list-style-type: none"> <li>• CDCC</li> <li>• CDTIG</li> <li>• CEY</li> <li>• DC</li> <li>• HPPP</li> <li>• IP</li> <li>• UP</li> </ul>
B. Explanation of major theories using real world examples		(B) describe theoretical perspectives that influence human development throughout the lifespan	
C. Critique of major theories		(C) summarize historical influences on modern theories of human development	
D. Use of theory to predict and explain individual and group behavior and guidance techniques		(D) compare and contrast the research methods commonly used to study human development	
E. Pedagogy vs. andragogy			

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Units of Study	Knowledge and Skills	Student Expectations	Resources
		(E) compare and contrast pedagogy and andragogy	
<b>II. Child Development</b>			
<p>A. Nutritional needs before and during pregnancy</p> <p>B. Impact of nutrition on the development of the fetus</p> <p>C. Nutritional guidelines</p> <p>D. Safety and wellness</p> <ol style="list-style-type: none"> <li>1. Childhood illnesses</li> <li>2. Immunizations</li> <li>3. Fitness</li> </ol>	(2) The student understands the importance of prenatal care in the development of a child.	<p>(A) describe nutritional needs prior to and during pregnancy</p> <p>(B) analyze reasons for medical care and good health practices prior to and during pregnancy</p> <p>(C) outline stages of prenatal development</p> <p>(D) discuss the role of genetics in prenatal development</p> <p>(E) determine environmental factors affecting development of the fetus</p>	<ul style="list-style-type: none"> <li>• PPCC</li> <li>• PPTIG</li> <li>• PTC</li> <li>• American Academy of Pediatrics <a href="http://www.aap.org">www.aap.org</a></li> <li>• American Pregnancy Association <a href="http://americanpregnancy.org/index.htm">americanpregnancy.org/index.htm</a></li> <li>• BabyCenter <a href="http://www.babycenter.com">www.babycenter.com</a></li> <li>• Centers for Disease Control and Prevention <a href="http://www.cdc.gov">www.cdc.gov</a></li> <li>• KidsHealth <a href="http://kidshealth.org/parent/firstaid_safe/">kidshealth.org/parent/firstaid_safe/</a></li> <li>• March of Dimes <a href="http://www.marchofdimes.com">www.marchofdimes.com</a></li> <li>• Mayo Clinic <a href="http://www.mayoclinic.com/health/FirstAidIndex/FirstAidIndex">www.mayoclinic.com/health/FirstAidIndex/FirstAidIndex</a></li> <li>• Parenting <a href="http://www.parenting.com">www.parenting.com</a></li> <li>• WebMD – Health and Pregnancy <a href="http://www.webmd.com/baby/default.htm">www.webmd.com/baby/default.htm</a></li> <li>• WomensHealth <a href="http://womenshealth.gov">womenshealth.gov</a></li> <li>• <a href="http://www.womenshealth.gov/pregnancy/">www.womenshealth.gov/pregnancy/</a></li> </ul>
<b>III. Care and Protection of Children</b>			
<p>A. Major economic factors affecting learning and educational practice</p> <ol style="list-style-type: none"> <li>1. Explaining factors using real world examples</li> <li>2. Relating factors to local funding issues</li> </ol>	(7) The student understands the importance of care and protection of children.	<p>(A) determine agencies and services that protect the rights of children</p> <p>(B) summarize various resources focusing on children</p> <p>(C) predict the impact of changing demographics and cultural diversity on the health and welfare of children</p>	<ul style="list-style-type: none"> <li>• CEY</li> <li>• CDCC</li> <li>• CDTIG</li> <li>• DC</li> <li>• Prevent Child Abuse America <a href="http://www.preventchildabuse.org/index.shtml">www.preventchildabuse.org/index.shtml</a></li> <li>• Texas Council on Family Violence <a href="http://www.tcfv.org/">www.tcfv.org/</a></li> </ul>

Units of Study	Knowledge and Skills	Student Expectations	Resources
B. Family structures  C. Child Abuse  D. Health care and safety 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  (F) discuss responsibilities of citizens, legislation, and public policies affecting children	<ul style="list-style-type: none"> <li>• Texas Department of Family and Protective Services <a href="http://www.dfps.state.tx.us/">www.dfps.state.tx.us/</a></li> </ul>
<b>IV. Newborn to Two Years</b>			
A. Physical milestones  B. Nutritional guidelines  C. Safety and wellness <ol style="list-style-type: none"> <li>1. Childhood illnesses</li> <li>2. Immunizations</li> <li>3. Fitness</li> </ol> D. Child abuse and prevention <ol style="list-style-type: none"> <li>1. SIDS</li> <li>2. Shaken baby syndrome</li> </ol> E. Family structure changes  F. Brain structure	(3) The student understands the development of children ages newborn through two years.	(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	<ul style="list-style-type: none"> <li>• CDCC</li> <li>• CDTIG</li> <li>• CEY</li> <li>• DC</li> <li>• PRR</li> <li>• PTC</li> <li>• American Academy of Pediatrics <a href="http://www.aap.org">www.aap.org</a></li> <li>• BabyCenter <a href="http://www.babycenter.com">www.babycenter.com</a></li> <li>• Centers for Disease Control and Prevention <a href="http://www.cdc.gov/ncbddd/child/">www.cdc.gov/ncbddd/child/</a></li> <li>• KidsHealth <a href="http://www.kidshealth.org">www.kidshealth.org</a></li> <li>• Mayo Clinic <a href="http://www.mayoclinic.com/health/FirstAidIndex/FirstAidIndex">www.mayoclinic.com/health/FirstAidIndex/FirstAidIndex</a></li> <li>• MyPyramid <a href="http://www.mypyramid.gov">www.mypyramid.gov</a></li> <li>• Nutrition.gov <a href="http://www.nutrition.gov">www.nutrition.gov</a></li> </ul>

Units of Study	Knowledge and Skills	Student Expectations	Resources
G. Major theorists  H. Explanation of major theories using real world examples  I. Critique of major theories  J. Use of theory to predict and explain individual and group behavior and guidance techniques		(F) determine developmentally appropriate guidance techniques for children in the first two years of life	<ul style="list-style-type: none"> <li>• Parenting <a href="http://www.parenting.com">www.parenting.com</a></li> <li>• Shaken Baby Syndrome <a href="http://aboutshakenbaby.com/">aboutshakenbaby.com/</a></li> <li>• Zero to Three <a href="http://www.zerotothree.org">www.zerotothree.org</a></li> </ul>
<b>V. Three to Five</b>			
A. Physical milestones  B. Nutritional guidelines  C. Safety and wellness  D. Physical fitness  E. Impact of social factors on learning  F. Stages of emotional development  G. Child abuse and prevention	(4) The student understands the development of children ages three through five years.	(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	<ul style="list-style-type: none"> <li>• CDCC</li> <li>• CDTIG</li> <li>• CEY</li> <li>• DC</li> <li>• American Academy of Pediatrics <a href="http://www.aap.org">www.aap.org</a></li> <li>• BabyCenter <a href="http://www.babycenter.com">www.babycenter.com</a></li> <li>• Centers for Disease Control and Prevention <a href="http://www.cdc.gov/ncbddd/child/">www.cdc.gov/ncbddd/child/</a></li> <li>• KidsHealth <a href="http://www.kidshealth.org">www.kidshealth.org</a></li> <li>• Mayo Clinic <a href="http://www.mayoclinic.com/health/FirstAidIndex/FirstAidIndex">www.mayoclinic.com/health/FirstAidIndex/FirstAidIndex</a></li> <li>• MyPyramid <a href="http://www.mypyramid.gov">www.mypyramid.gov</a></li> <li>• Nutrition.gov <a href="http://www.nutrition.gov">www.nutrition.gov</a></li> </ul>

Units of Study	Knowledge and Skills	Student Expectations	Resources
H. Family structure changes I. Brain structure J. Major theorists K. Explanation of major theories using real world examples L. Critique of major theories M. Use of theory to predict and explain individual and group behavior and guidance techniques		(F) determine developmentally appropriate guidance techniques for preschoolers	<ul style="list-style-type: none"> <li>• Parenting <a href="http://www.parenting.com">www.parenting.com</a></li> <li>• Prevent Child Abuse America <a href="http://www.preventchildabuse.org/index.shtml">www.preventchildabuse.org/index.shtml</a></li> <li>• Texas Council on Family Violence <a href="http://www.tcfv.org/">www.tcfv.org/</a></li> <li>• Texas Department of Family and Protective Services <a href="http://www.dfps.state.tx.us/">www.dfps.state.tx.us/</a></li> <li>• Zero to Three <a href="http://www.zerotothree.org">www.zerotothree.org</a></li> </ul>
<b>VI. Six to Ten Years</b>			
A. Physical milestones B. Nutritional guidelines C. Safety and wellness D. Impact of social factors on learning E. Stages of emotional development F. Child abuse and prevention G. Family structure changes H. Brain structure 1. Optimizing developmental	(5) The student understands the development of children ages six through ten years.	(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	<ul style="list-style-type: none"> <li>• CDCC</li> <li>• CDTIG</li> <li>• CEY</li> <li>• DC</li> <li>• HPPP</li> <li>• IP</li> <li>• UP</li> <li>• American Academy of Pediatrics <a href="http://www.aap.org">www.aap.org</a></li> <li>• BabyCenter <a href="http://www.babycenter.com">www.babycenter.com</a></li> <li>• Centers for Disease Control and Prevention <a href="http://www.cdc.gov/ncbddd/child/">www.cdc.gov/ncbddd/child/</a></li> <li>• KidsHealth <a href="http://www.kidshealth.org">www.kidshealth.org</a></li> <li>• Mayo Clinic <a href="http://www.mayoclinic.com/health/FirstAidIndex/FirstAidIndex">www.mayoclinic.com/health/FirstAidIndex/FirstAidIndex</a></li> <li>• MyPyramid <a href="http://www.mypyramid.gov">www.mypyramid.gov</a></li> <li>• Nutrition.gov <a href="http://www.nutrition.gov">www.nutrition.gov</a></li> </ul>

Units of Study	Knowledge and Skills	Student Expectations	Resources
stages 2. Addressing special needs  I. Major theorists  J. Explanation of major theories using real world examples  K. Critique of major theories  L. Use of theory to predict and explain individual and group behavior and guidance techniques		(E) determine techniques that promote the health and safety of children in the early to middle childhood stage of development  (F) determine developmentally appropriate guidance techniques for children in the early to middle childhood stage of development	<ul style="list-style-type: none"> <li>• Parenting <a href="http://www.parenting.com">www.parenting.com</a></li> <li>• Prevent Child Abuse America <a href="http://www.preventchildabuse.org/index.shtml">www.preventchildabuse.org/index.shtml</a></li> <li>• Texas Council on Family Violence <a href="http://www.tcfv.org/">www.tcfv.org/</a></li> <li>• Texas Department of Family and Protective Services <a href="http://www.dfps.state.tx.us">www.dfps.state.tx.us</a></li> </ul>
<b>VII. Eleven to Nineteen Years</b>			
A. Physical development  B. Nutritional guidelines  C. Safety and wellness 1. Drugs 2. Alcohol 3. Fitness  D. Impact of social factors on	(6) The student understands the development of adolescents ages 11 through 19 years.	(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	<ul style="list-style-type: none"> <li>• CDCC</li> <li>• CDTIG</li> <li>• CEY</li> <li>• DC</li> <li>• HPPP</li> <li>• IP</li> <li>• UP</li> <li>• American Academy of Pediatrics <a href="http://www.aap.org">www.aap.org</a></li> <li>• Centers for Disease Control and Prevention</li> </ul>

Units of Study	Knowledge and Skills	Student Expectations	Resources
<p>learning</p> <p>E. Stages of emotional development</p> <p>F. Family structure changes</p> <p>G. Brain structure</p> <p>    1. Optimizing developmental stages</p> <p>    2. Addressing special needs</p> <p>H. Major theorists</p> <p>I. Explanation of major theories using real world examples</p> <p>J. Critique of major theories</p> <p>K. Use of theory to predict and explain individual and group behavior and guidance techniques</p>		(E) determine appropriate guidance techniques for adolescents	<p>Prevention <a href="http://www.cdc.gov/ncbddd/child/">www.cdc.gov/ncbddd/child/</a></p> <ul style="list-style-type: none"> <li>• D.A.R.E. <a href="http://www.dare.com/home/default.asp">www.dare.com/home/default.asp</a></li> <li>• KidsHealth <a href="http://www.kidshealth.org">www.kidshealth.org</a></li> <li>• Mayo Clinic <a href="http://www.mayoclinic.com/health/FirstAidIndex/FirstAidIndex">www.mayoclinic.com/health/FirstAidIndex/FirstAidIndex</a></li> <li>• MyPyramid <a href="http://www.mypyramid.gov">www.mypyramid.gov</a></li> <li>• National Institute on Drug Abuse <a href="http://www.nida.nih.gov/NIDAHome.html">www.nida.nih.gov/NIDAHome.html</a></li> <li>• NIDA for Teens <a href="http://teens.drugabuse.gov/index.php">teens.drugabuse.gov/index.php</a></li> <li>• Nutrition.gov <a href="http://www.nutrition.gov">www.nutrition.gov</a></li> <li>• Parenting <a href="http://www.parenting.com">www.parenting.com</a></li> </ul>
<b>VIII. Twenty to Thirty-Nine</b>			
<p>A. Physical and cognitive development</p> <p>B. Nutritional guidelines</p> <p>C. Safety and wellness</p> <p>    1. Drugs</p> <p>    2. Alcohol</p> <p>    3. Physical fitness</p> <p>D. Stages of emotional, moral,</p>	(8) The student understands the development of adults ages 20 through 39 years.	<p>(A) analyze various development theories relating to early adults, including biological and cognitive development</p> <p>(B) analyze various development theories relating to early adults, including emotional, moral, and psychosocial development</p> <p>(C) discuss the influences of society and culture on early adults</p>	<ul style="list-style-type: none"> <li>• HPPP</li> <li>• IP</li> <li>• UP</li> <li>• Centers for Disease Control and Prevention <a href="http://www.cdc.gov/NCCDPHP/sgr/sgr.htm">www.cdc.gov/NCCDPHP/sgr/sgr.htm</a></li> <li>• MyPyramid <a href="http://www.mypyramid.gov">www.mypyramid.gov</a></li> <li>• National Institute on Drug Abuse <a href="http://www.nida.nih.gov/NIDAHome.html">www.nida.nih.gov/NIDAHome.html</a></li> <li>• Nutrition.gov <a href="http://www.nutrition.gov">www.nutrition.gov</a></li> <li>• The President's Challenge Adult</li> </ul>

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Units of Study	Knowledge and Skills	Student Expectations	Resources
and social development E. Family and social relationships F. Societal and cultural awareness in early adulthood G. Major theorists H. Explanation of major theories using real world examples I. Critique of major theories J. Use of theory to predict and explain individual and group behavior and guidance techniques		(D) discuss the importance of family, human relationships, and social interaction for early adults	Fitness <a href="http://www.presidentschallenge.org/home_adults.aspx">www.presidentschallenge.org/home_adults.aspx</a>
<b>IX. Forty to Sixty-Five</b>			
A. Physical and cognitive development B. Safety and wellness 1. Nutrition 2. Physical fitness C. Stages of emotional, moral, and social development D. Family and social	(9) The student understands the development of adults ages 40 through 65 years.	(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	<ul style="list-style-type: none"> <li>• HPPP</li> <li>• IP</li> <li>• UP</li> <li>• SOACG</li> <li>• AARP <a href="http://www.aarp.org/">www.aarp.org/</a></li> <li>• Centers for Disease Control and Prevention <a href="http://www.cdc.gov/NCCDPHP/sgr/sgr.htm">www.cdc.gov/NCCDPHP/sgr/sgr.htm</a></li> <li>• MyPyramid <a href="http://www.mypyramid.gov">www.mypyramid.gov</a></li> <li>• Nutrition.gov <a href="http://www.nutrition.gov">www.nutrition.gov</a></li> <li>• The President's Challenge Adult</li> </ul>

Units of Study	Knowledge and Skills	Student Expectations	Resources
relationships  E. Societal and cultural awareness in late adulthood  F. Major theorists  G. Explanation of major theories using real world examples  H. Critique of major theories  I. Use of theory to predict and explain individual and group behavior and guidance techniques		(D) discuss the importance of family, human relationships, and social interaction for middle adults	Fitness <a href="http://www.presidentschallenge.org/home_adults.aspx">www.presidentschallenge.org/home_adults.aspx</a>
<b>X. Sixty-Six Plus</b>			
A. Physical and cognitive development  B. Safety and wellness 1. Nutrition 2. Physical fitness  C. Stages of emotional, moral, and social development  D. Family and social relationships	(10) The student understands the development of adults ages 66 years and older.	(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	<ul style="list-style-type: none"> <li>• HPPP</li> <li>• IP</li> <li>• UP</li> <li>• SOACG</li> <li>• AARP <a href="http://www.aarp.org/">www.aarp.org/</a></li> <li>• Centers for Disease Control and Prevention <a href="http://www.cdc.gov/NCCDPHP/sgr/sgr.htm">www.cdc.gov/NCCDPHP/sgr/sgr.htm</a></li> <li>• MyPyramid <a href="http://www.mypyramid.gov">www.mypyramid.gov</a></li> <li>• Nutrition.gov <a href="http://www.nutrition.gov">www.nutrition.gov</a></li> <li>• The President's Challenge Adult Fitness <a href="http://www.presidentschallenge.org/home_ad">www.presidentschallenge.org/home_ad</a></li> </ul>

Units of Study	Knowledge and Skills	Student Expectations	Resources
E. Societal and cultural awareness in late adulthood F. Major theorists G. Explanation of major theories using real world examples H. Critique of major theories I. Use of theory to predict and explain individual and group behavior and guidance techniques		(D) discuss the importance of family, human relationships, and social interaction for those within the stage of late adulthood	ults.aspx
<b>XI. Career Preparation</b>			
A. Synthesizing multiple sources of information B. Strategies for effective human relationship and communication skills C. Careers found in the Education and Training Cluster D. Exploring career descriptions E. Job skills and responsibilities F. Work ethic	(11) The student understands the skills necessary for career preparation.	(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 (D) demonstrate effective verbal, non-verbal, written, and electronic communication skills	<ul style="list-style-type: none"> <li>• CC</li> <li>• CCCC</li> <li>• CF</li> <li>• CICC</li> <li>• CSCC</li> <li>• CSTIG</li> <li>• EC</li> <li>• FSW</li> <li>• LE</li> <li>• SWW</li> <li>• Achieve Texas <a href="http://www.achievetexas.org">www.achievetexas.org</a></li> <li>• America's Career Infonet <a href="http://www.acinet.org/acinet/">www.acinet.org/acinet/</a></li> <li>• FCCLA <a href="http://www.texasfccla.org">www.texasfccla.org</a></li> <li>• Labor Market and Career Information</li> </ul>

Units of Study	Knowledge and Skills	Student Expectations	Resources
G. Advancement opportunities H. Salary and fringe benefits I. Impact on lifestyle			(LMCI) <a href="http://www.lmci.state.tx.us">www.lmci.state.tx.us</a> • National Research Center for Career and Technical Education <a href="http://www.nccte.org">www.nccte.org</a> • Texas Workforce Commission <a href="http://www.twc.state.tx.us">www.twc.state.tx.us</a> • Occupational Outlook Handbook <a href="http://www.bls.gov/oco">www.bls.gov/oco</a> • U.S. Department of Labor <a href="http://www.dol.gov">www.dol.gov</a>

## XII. Opportunities in Education and Training

A. Evaluation of self-assessments B. Job opportunities C. Occupational Outlook Handbook D. Personal interests survey E. Self assessments, aptitudes, interests, abilities	(12) The student explores opportunities available in education and training.	(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 (C) propose short- and long-term education and career goals	• Achieve Texas <a href="http://www.achievetexas.org">www.achievetexas.org</a> • America's Career Infonet <a href="http://www.acinet.org/acinet/">www.acinet.org/acinet/</a> • Labor Market and Career Information (LMCI) <a href="http://www.lmci.state.tx.us">www.lmci.state.tx.us</a> • National Research Center for Career and Technical Education <a href="http://www.nccte.org">www.nccte.org</a> • Texas Workforce Commission <a href="http://www.twc.state.tx.us">www.twc.state.tx.us</a> • Occupational Outlook Handbook <a href="http://www.bls.gov/oco">www.bls.gov/oco</a> • U.S. Department of Labor <a href="http://www.dol.gov">www.dol.gov</a>
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### Resources: Books

CC	Career Choices (text with online access), Academic Innovations, 2003	1878787004
CCCC	Career Connections Curriculum Caddy, CEV Multimedia, Ltd., 2004	1569186936
CDCC	Child Development, Curriculum Caddy, CEV Multimedia, Ltd., 2004	1569186731
CF	Careers in Focus, Goodheart-Willcox, 2003	1566378826
CDTIG	Child Development Teacher's Instructional Guide, Curriculum Center for FCS, 2008	
CEY	Children: The Early Years, Goodheart-Willcox Company, 2006	9781590705858

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Units of Study	Knowledge and Skills	Student Expectations	Resources
CICC	Career Investigations Curriculum Caddy, CEV Multimedia, Ltd., 2004		1569186456
CSCC	Career Studies Curriculum Caddy, CEV Multimedia, Ltd., 2004		1569186499
CSTIG	Career Studies Teacher's Instructional Guide, Curriculum Center for FCS, 2001		
DC	The Developing Child, Glencoe/McGraw-Hill Division, 2004		0078462568
EC	Exploring Careers, Glencoe/McGraw-Hill Division, 2004		0078456444
FSW	From School to Work, Goodheart-Willcox Company, 2006		9781590705599
HPPP	Holt Psychology: Principles in Practice, Holt McDougal, 2003		0030646383
IP	Introduction to Psychology 6/E, Holt McDougal, 2002		0534580262
LE	Learning for Earning, Goodheart-Willcox Company, 2006		9781590705513
LMCI	Labor Market and Career Information		
PPCC	Preparation for Parenting Curriculum Caddy, CEV Multimedia, Ltd., 2004		1569186723
PPTIG	Preparation for Parenting Teacher's Instructional Guide, Curriculum Center for FCS, 2001		
PRR	Parenting: Rewards and Responsibilities, Glencoe/McGraw-Hill Division, 2003		0078298334
PTC	Parents and Their Children, Goodheart-Willcox, 2004		159070116X
SOACG	Services for Older Adults Curriculum Guide, Reference Book, Student Activity Book, Curriculum Center for FCS, 2004		
SWW	Succeeding In The World of Work, Glencoe/McGraw-Hill Division, 2003		0078280338
UP	Understanding Psychology, Glencoe/McGraw-Hill Division, 2003		0078285712
<b>Resources: Web Sites</b>			
AARP		<a href="http://www.aarp.org">www.aarp.org</a>	
Achieve Texas		<a href="http://www.achievetexas.org">www.achievetexas.org</a>	
America's Career Infonet		<a href="http://www.acinet.org/acinet/">www.acinet.org/acinet/</a>	
American Academy of Pediatrics		<a href="http://www.aap.org">www.aap.org</a>	
American Pregnancy Association		<a href="http://americanpregnancy.org/index.htm">http://americanpregnancy.org/index.htm</a>	
BabyCenter		<a href="http://www.babycenter.com">www.babycenter.com</a>	
Centers for Disease Control and Prevention		<a href="http://www.cdc.gov">www.cdc.gov</a>	
Centers for Disease Control and Prevention		<a href="http://www.cdc.gov/NCCDPHP/sgr/sgr.htm">www.cdc.gov/NCCDPHP/sgr/sgr.htm</a>	
Centers for Disease Control and Prevention		<a href="http://www.cdc.gov/ncbddd/child/">www.cdc.gov/ncbddd/child/</a>	
D.A.R.E.		<a href="http://www.dare.com/home/default.asp">www.dare.com/home/default.asp</a>	
FCCLA		<a href="http://www.texasfccla.org">www.texasfccla.org</a>	
KidsHealth		<a href="http://kidshealth.org/parent/firstaid_safe/">http://kidshealth.org/parent/firstaid_safe/</a>	
Labor Market and Career Information (LMCI)		<a href="http://www.lmci.state.tx.us">www.lmci.state.tx.us</a>	

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Units of Study	Knowledge and Skills	Student Expectations	Resources
March of Dimes			<a href="http://www.marchofdimes.com">www.marchofdimes.com</a>
Mayo Clinic			<a href="http://www.mayoclinic.com/health/FirstAidIndex/FirstAidIndex">www.mayoclinic.com/health/FirstAidIndex/FirstAidIndex</a>
MyPyramid			<a href="http://www.mypyramid.gov">www.mypyramid.gov</a>
National Institute on Drug Abuse			<a href="http://www.nida.nih.gov/NIDAHome.html">www.nida.nih.gov/NIDAHome.html</a>
National Research Center for Career and Technical Education			<a href="http://www.nccte.org">www.nccte.org</a>
NIDA for Teens			<a href="http://teens.drugabuse.gov/index.php">http://teens.drugabuse.gov/index.php</a>
Nutrition.gov			<a href="http://www.nutrition.gov">www.nutrition.gov</a>
Occupational Outlook Handbook			<a href="http://www.bls.gov/oco">www.bls.gov/oco</a>
Parenting			<a href="http://www.parenting.com">www.parenting.com</a>
Prevent Child Abuse America			<a href="http://www.preventchildabuse.org/index.shtml">www.preventchildabuse.org/index.shtml</a>
Shaken Baby Syndrome			<a href="http://aboutshakenbaby.com/">http://aboutshakenbaby.com/</a>
Texas Council on Family Violence			<a href="http://www.tcfv.org/">www.tcfv.org/</a>
Texas Department of Family and Protective Services			<a href="http://www.dfps.state.tx.us/">www.dfps.state.tx.us/</a>
Texas Workforce Commission			<a href="http://www.twc.state.tx.us">www.twc.state.tx.us</a>
The President's Challenge Adult Fitness			<a href="http://www.presidentschallenge.org/home_adults.aspx">www.presidentschallenge.org/home_adults.aspx</a>
U.S. Department of Labor			<a href="http://www.dol.gov">www.dol.gov</a>
WebMD – Health and Pregnancy			<a href="http://www.webmd.com/baby/default.htm">www.webmd.com/baby/default.htm</a>
WomensHealth			<a href="http://womenshealth.gov">http://womenshealth.gov</a>
WomensHealth			<a href="http://www.womenshealth.gov/pregnancy/">www.womenshealth.gov/pregnancy/</a>
Zero to Three			<a href="http://www.zerotothree.org">www.zerotothree.org</a>

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