

# Education and Training (2010): Grade 10

Adopted 2010

## Principles of Education and Training

- (1) The student completes career investigations within the education and training career cluster. The student is expected to:**
  - (A) identify and describe the various careers found within the education and training career cluster;
  - (B) analyze transferable skills among a variety of careers within the education and training career cluster;
  - (C) recognize the impact of career choice on personal lifestyle; and
  - (D) assess the importance of productive work habits and attitudes.

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- (2) The student understands societal impacts within the education and training career cluster. The student is expected to:**
  - (A) summarize political and historical trends that have influenced the development of education across the United States;
  - (B) identify cultural and societal changes that have affected educational systems across the United States; and
  - (C) use labor market information, knowledge of technology, and societal or economic trends to forecast job profiles within the education and training career cluster.

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- (3) The student explores careers in administration and administrative support. The student is expected to:**
  - (A) summarize the various roles and responsibilities of professionals in the fields of administration and administrative support;
  - (B) describe typical personal characteristics, qualities, and aptitudes of professionals in the fields of administration and administrative support;
  - (C) investigate education and training alternatives after high school for a career choice within the student's interest areas; and
  - (D) formulate education and training degree plans for various occupations within the fields of administration and administrative support.

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**(4) The student explores careers in professional support services. The student is expected to:**

- (A) summarize the various roles and responsibilities of professionals in the field of professional support services;
- (B) describe typical personal characteristics, qualities, and aptitudes of professionals in the field of professional support services;
- (C) investigate education and training alternatives after high school for a career choice within the student's interest areas; and
- (D) formulate education and training degree plans for various occupations within the field of professional support services.

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**(5) The student explores careers in teaching and training. The student is expected to:**

- (A) summarize the various roles and responsibilities of professionals in the fields of teaching and training;
- (B) describe typical personal characteristics, qualities, and aptitudes of professionals in the fields of teaching and training;
- (C) investigate education or training alternatives after high school for a career choice within the student's interest areas; and
- (D) formulate education or training degree plans for various occupations within the fields of teaching and training.

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**(6) The student investigates career opportunities within the education and training career cluster. The student is expected to:**

- (A) compare and contrast the specific career options found within each education and training cluster program of study;
- (B) use labor market information, knowledge of technology, and societal and economic trends to forecast job profiles within each cluster program of study; and
- (C) use personal interests and aptitudes to identify a specific cluster program of study as a potential field of study.

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**(7) The student explores options in education and career planning. The student is expected to:**

- (A) develop a graduation plan that leads to a specific career choice in the area of interest;
  - (B) identify high school and dual enrollment courses related to specific career cluster programs of study;
  - (C) identify and compare technical and community college programs that align with interest areas; and
  - (D) identify and compare university programs and institutions that align with interest areas.
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## Human Growth and Development

- (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.
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- (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.
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- (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.

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**(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.

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**(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.

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**(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.

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**(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.

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**(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.

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**(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.

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**(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.

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**(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.

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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;
- (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.