

Child Development I: Pathways to Teaching*

Course Description: Are you interested in becoming a teacher or working with children in some capacity? In this course, you will learn about children, their development stages, and how they learn. Students will go off campus to a preschool or elementary school classroom every block day and spend the period with young children. During this time, you will be expected to interact with the children by assisting them in class work as well as read aloud to children. College credit is also available for this course.

**Dual credit available through Missouri State University.*

Grades: 10-12 (2nd Semester Sophomore or above)

Course Rationale:

As a result of their coursework and experiences in the Child Development I semester course, students will be able to:

- construct meaning related to the ethical responsibilities of working with children.
- communicate effectively with their practicum teacher and children in the educational setting.
- solve problems based upon the developmental needs of children.
- make decisions that support the sound physical, intellectual, emotional and social development of children.
- recognize and implement developmentally appropriate activities with children.

Course Essential Questions:

- How can observation and assessment be applied to meet the developmental needs of children?
- Which skills and techniques are necessary to form positive, constructive, and professional relationships in the educational setting?
- How do children learn?
- How do teachers meet the needs of their students?
- How is the learning, behavior, and growth of a child related to the physical, intellectual, emotional, and social development of the child?
- To what extent does age affect learning and behavior?

- What are the qualities of an effective read-aloud?
- Which instructional techniques are most effective and appropriate when reading aloud to students of varying ages?

Course Priority Standards:

- Demonstrate problem-solving and decision making skills when working with children, youth and adults (4.5.2)
- Demonstrate interpersonal skills that promote positive and productive relationships with learners (4.5.3)
- Demonstrate professional and ethical behavior with peers in a variety of settings (7.3.2).
- Apply critical thinking and ethical standards when making judgments and taking action (13.6.3).
- Demonstrate teamwork skills in school, community and workplace settings and with diverse populations (1.2.4).
- Apply safe and healthy practices that comply with local, state, and federal regulations to assure learners' safety (4.4.2).
- Implement strategies to teach health, safety, and sanitation habits (4.4.3).
- Demonstrate security and emergency procedures (4.4.7).
- Implement strategies for constructive and supportive interactions between children, youth and adults and their families and communities (4.5.4).
- Demonstrate ethical behavior in family, workplace, and community settings (13.6.4).

Course Enduring Understandings, Goals, & Objectives:

As a result of their coursework and experiences in the Child Development I semester course, students will be able to:

- address the specific developmental needs of children based on assessment of their abilities.
- demonstrate professional, ethical behavior with students and teachers in the educational setting.
- analyze physical, emotional, social, and cognitive development.
- plan, create, and implement lessons that address a student's language, learning style, early experience, and cultural values.
- apply observation techniques to adjust their instruction in a live setting.
- establish and maintain positive, productive relationships with students and teachers in the educational setting.
- develop and apply problem-solving and critical-thinking skills when working with diverse populations in the educational setting.

Child Development I: Scope & Sequence

Unit 1	Observation Techniques (3 Weeks) <i>In this unit, students learn how to observe using different techniques to gather information that informs developmentally appropriate practices in early childhood and elementary classrooms.</i>
Unit 1 Guiding & Essential Questions	• What are different observation techniques teachers use and why do they use them? • Why is it important to observe children in the classroom setting? • How do school professionals effectively observe students?
Unit 1 Student Learning Goal(s)	Students will be able to differentiate between the different types of observation techniques.
	Students can explain the importance of observing.
	Students will demonstrate how to use each observation technique.
	Students will be able to interpret the information gathered from an observation to summarize a child's progress.
Unit 1 NASAFACS Standards	<i>4.2.2 - Explore assessment tools and methods to observe and interpret children's growth and development and apply to assess growth and development across the lifespan.</i>
	<i>4.5.2 - Demonstrate problem-solving and decision making skills when working with children, youth and adults.</i>
	<i>4.5.3 - Demonstrate interpersonal skills that promote positive and productive relationships with learners.</i>
	<i>7.3.2 - Demonstrate professional and ethical behavior with peers in a variety of settings.</i>
	<i>13.3.3 - Demonstrate effective listening and feedback techniques.</i>
	<i>13.6.3 - Apply critical thinking and ethical standards when making judgments and taking action.</i>
Unit 2	The Developmental Domains (P.I.E.S.) (8 Weeks) <i>In this unit, students will learn about and focus on the different principles of development - the Physical, Intellectual, Emotional, & Social Developmental Domains - for children aged Pre-K through 2nd Grade.</i>
Unit 2 Guiding &	• How are the areas of development interrelated? • How does development progress?

Essential Questions	How do developmental domains differ?
Unit 2 Student Learning Goal(s)	Students will be able to distinguish among developmental stages.
	Students will be able to explain individual differences in development.
	Students analyze and explain individual differences in development and apply them to predictable developmental sequences.
	Students can describe how most children follow similar patterns of growth and development.
	Students observe, describe, and distinguish among the different developmental stages of children, Pre-K through 2nd grade.
	Students will explain how development in one domain impacts development in another domain.
	Students will be able to explain the relationship between each of the developmental areas (physical, intellectual, emotional, social/moral).
Unit 2 NASAFACS Standards	<i>1.2.4 - Demonstrate teamwork skills in school, community and workplace settings and with diverse populations.</i>
	<i>4.2.4 - Address specific developmental needs of children, youth and adults based on assessment of their abilities.</i>
	<i>4.2.5 - Analyze strategies that promote growth and development of children, youth and adults.</i>
	<i>4.4.1 - Manage physical space to maintain a learning environment that is safe and healthy and encourages physical activity.</i>
	<i>4.4.2 - Apply safe and healthy practices that comply with local, state, and federal regulations to assure learners' safety.</i>
	<i>4.4.3 - Implement strategies to teach health, safety, and sanitation habits.</i>
	<i>4.4.7 - Demonstrate security and emergency procedures.</i>
	<i>4.5.2 - Demonstrate problem-solving and decision making skills when working with children, youth and adults.</i>
	<i>4.5.3 - Demonstrate interpersonal skills that promote positive and productive relationships with learners.</i>
	<i>4.5.4 - Implement strategies for constructive and supportive interactions between children, youth and adults and their families and communities.</i>

	4.5.5 - <i>Analyze learners' developmental progress and summarize developmental issues and concerns.</i>
	7.3.2 - <i>Demonstrate professional and ethical behavior with peers in a variety of settings.</i>
	12.1.1 - <i>Analyze physical, emotional, social, moral, and cognitive development.</i>
	13.6.3 - <i>Apply critical thinking and ethical standards when making judgments and taking action.</i>
	13.6.4 - <i>Demonstrate ethical behavior in family, workplace, and community settings.</i>

Unit 3	Learning Methods (2 Weeks) <i>In this unit, students will learn how to differentiate their instruction in order to maximize their Tier 1, whole-class instruction for the greatest number of students.</i>
Unit 3 Guiding & Essential Questions	• In what ways do children learn? • How does applying different instructional strategies in the classroom impact student learning? • How does a deep understanding of diverse learning styles help educators differentiate instruction and impact which (and when) instructional strategies are applied?
Unit 3 Student Learning Goal(s)	Students will describe how implementing multiple teaching strategies maximizes student learning outcomes for and positively impacts more children. Students will analyze diverse learning styles of children, ages pre-kindergarten through 2nd grade. Students will recognize that students learn best when taught with multiple methods of instruction. Students will apply observation techniques to identify various learning methods/teaching styles.
Unit 3 NASAFACS Standards	1.2.4 - <i>Demonstrate teamwork skills in school, community and workplace settings and with diverse populations.</i> 4.3.1 - <i>Analyze a variety of curriculum and instructional models.</i> 4.3.3 - <i>Implement an integrated curriculum that incorporates a learner's language, learning styles, early experiences, and cultural values.</i> 4.3.4 - <i>Demonstrate a variety of teaching methods to meet individual needs of learners.</i>

	4.4.2 - Apply safe and healthy practices that comply with local, state, and federal regulations to assure learners' safety.
	4.4.3 - Implement strategies to teach health, safety, and sanitation habits.
	4.5.2 - Demonstrate problem-solving and decision making skills when working with children, youth and adults.
	4.5.3 - Demonstrate interpersonal skills that promote positive and productive relationships with learners.
	4.5.4 - Implement strategies for constructive and supportive interactions between children, youth and adults and their families and communities.
	7.3.2 - Demonstrate professional and ethical behavior with peers in a variety of settings.
	13.6.3 - Apply critical thinking and ethical standards when making judgments and taking action.
	13.6.4 - Demonstrate ethical behavior in family, workplace, and community settings.

Unit 4	Classroom Instruction - The Read-Aloud (5 Weeks) <i>In this final unit, students learn how to design and facilitate a whole-class read-aloud using appropriate questioning techniques to maximize student learning outcomes.</i>
Unit 4 Guiding & Essential Questions	• How do you facilitate a read-aloud to maximize learning? • What are the structures of a read-aloud? • How do various questioning techniques promote higher-level critical thinking? • How do you use a read-aloud as a teaching method to achieve a desired learning outcome?
Unit 4 Student Learning Goal(s)	Students apply learning methods & teaching styles to plan and perform a read-aloud. Students will perform a read-aloud. Students utilize components of an effective read-aloud to engage students. Students will connect grade level knowledge of site words to determine vocabulary from their read-aloud book. Students will develop appropriate questioning techniques to match their read-aloud and focus skills. Students will use observation techniques to adjust their read-aloud in a live setting.

	Students will use peer analysis to alter their read-aloud.
Unit 4 NASAFACS Standards	<i>1.2.4 - Demonstrate teamwork skills in school, community and workplace settings and with diverse populations.</i>
	<i>2.1.1 - Apply time management, organizational, and process skills to prioritize tasks and achieve goals.</i>
	<i>4.3.2 - Implement learning activities in all curriculum areas that meet the developmental needs of learners.</i>
	<i>4.4.2 - Apply safe and healthy practices that comply with local, state, and federal regulations to assure learners' safety.</i>
	<i>4.4.7 - Demonstrate security and emergency procedures.</i>
	<i>4.5.2 - Demonstrate problem-solving and decision making skills when working with children, youth and adults.</i>
	<i>4.5.3 - Demonstrate interpersonal skills that promote positive and productive relationships with learners.</i>
	<i>4.5.4 - Implement strategies for constructive and supportive interactions between children, youth and adults and their families and communities.</i>
	<i>7.3.2 - Demonstrate professional and ethical behavior with peers in a variety of settings.</i>
	<i>13.5.1 - Create an environment that encourages and respects the ideas, perspectives, and contributions of all group members.</i>
	<i>13.6.3 - Apply critical thinking and ethical standards when making judgments and taking action.</i>
	<i>13.6.4 - Demonstrate ethical behavior in family, workplace, and community settings.</i>

Child Development II: Pathways to Teaching*

Course Description: This course is a continuation of Child Development I as students study characteristics of the school-age child, third through sixth grade. Techniques to educate elementary age students will be the main focus, and students will go off campus every block day (as well as Fridays) to work in an elementary classroom. During this time you will be expected to interact with the children by helping them with classwork as well as taking on the role of a teacher and teaching mini lessons.

**Dual credit available through Missouri State University. Must earn dual credit in Child Development I in order to also gain credit in Child Development II.*

Grades: 11-12

Course Rationale:

As a result of their coursework and experiences in the Child Development II semester course, students will be able to:

- solve problems based upon the developmental needs of children.
- make decisions that support the sound physical, intellectual, emotional and social development of children.
- recognize and implement developmentally appropriate activities with children.
- assess the impact of quality education on the development of a child.
- communicate effectively with their practicum teacher and children in the educational setting.
- construct meaning related to the ethical responsibilities of working with children.

Course Essential Questions:

- How do observations and developmental milestones impact curricular planning?
- How do different developmental theories explain learning and development? How do they influence curricular planning?
- How do teachers accommodate for and meet the diverse physical, intellectual, emotional, and/or social needs within the elementary classroom?
- How do teachers implement age-appropriate, developmentally-appropriate, and culturally-relevant activities and lessons that address student learning styles and defined learning goals?

- How do assessment and feedback inform curricular design and instruction?
- Which skills and techniques are necessary to form positive, constructive, and professional relationships in the educational setting?

Course Priority Standards:

- Demonstrate teamwork skills in school, community and workplace settings and with diverse populations (1.2.4).
- Demonstrate leadership skills and abilities in school, workplace and community settings (1.2.6).
- Demonstrate employability skills, work ethics, and professionalism (1.2.8).
- Summarize education and training requirements and opportunities for career paths in early childhood, education, and services (4.1.3).
- Apply safe and healthy practices that comply with local, state, and federal regulations to assure learners' safety (4.4.2).
- Apply developmentally appropriate and culturally responsive guidelines for behavior (4.5.1).
- Demonstrate problem-solving and decision making skills when working with children, youth and adults (4.5.2).
- Demonstrate interpersonal skills that promote positive and productive relationships with learners (4.5.3).
- Implement strategies for constructive and supportive interactions between children, youth and adults and their families and communities (4.5.4).
- Create an environment that encourages and respects the ideas, perspectives, and contributions of all group members (13.5.1).
- Apply critical thinking and ethical standards when making judgments and taking action (13.6.3).
- Demonstrate ethical behavior in family, workplace, and community settings (13.6.4).

Course Enduring Understandings, Goals, & Objectives:

As a result of their coursework and experiences in the Child Development II semester course, students will be able to:

- implement learning activities in varying areas that meet the developmental needs of learners.
- analyze child development theories and their implications for working with students.
- analyze a learner's developmental progress and identify any developmental issues and concerns (when appropriate).
- apply safe, healthy, and developmentally appropriate practices in the classroom environment.

- plan, create, and implement lessons that address a student's language, experience, learning style, and cultural values.
- demonstrate different teaching methods to meet individual needs of learners.
- apply appropriate ethical and professional behavior in the educational setting.
- develop problem-solving and critical-thinking skills when working with diverse populations in the educational setting.
- address specific developmental needs of children, youth and adults based on assessment of their abilities.

Child Development II: Scope & Sequence

Unit 1	The Developmental Domains (P.I.E.S.) (4 Weeks) <i>In this unit, students review and learn about the different developmental domains (PIES: Physical, Intellectual, Emotional, & Social) and how they apply to children in Grades 3-6. Students also observe students in Grades 3-6.</i>
Unit 1 Guiding & Essential Questions	• What information can be learned from observations? • How do observations impact curricular planning? • How do developmental milestones impact curricular planning? • How do the physical, social, emotional and cognitive stages of development impact a child throughout their life span? • How do developmental milestones correlate with age and grade level?
Unit 1 Student Learning Goal(s)	Students will describe the various developmental stages of children, ages 3rd through 6th grade.
	Students will examine the abilities and needs of children and analyze their impact on childrens' growth and development.
	Students will demonstrate the appropriate behavior of an observer. • NASAFACS 4.2.1, 4.2.2
	Students will apply knowledge of developmental stages to observation and/or interaction with individual children. • NASAFACS 12.1.1, 4.2.2, 4.2.3, 4.2.4, 4.2.5, 15.2.1
	Students will compare and contrast normal and atypical child development. • NASAFACS 12.1.1, 12.1.2, 12.2.1

	Students will interpret individual differences of young children and apply to predictable developmental sequences. NASAFACS 4.2.4, 12.1.1,12.1.2, 12.2.1,12.2.2, 12.2.3, 12.2.4, 12.3.1, 12.3.2, 12.3.3, 15.2.3
Unit 1 NASAFACS Standards	<i>1.2.4 - Demonstrate teamwork skills in school, community and workplace settings and with diverse populations.</i>
	<i>1.2.6 - Demonstrate leadership skills and abilities in school, workplace and community settings.</i>
	<i>1.2.8 - Demonstrate employability skills, work ethics, and professionalism.</i>
	<i>4.1.3 - Summarize education and training requirements and opportunities for career paths in early childhood, education, and services.</i>
	<i>4.2.2 - Explore assessment tools and methods to observe and interpret children's growth and development and apply to assess growth and development across the lifespan.</i>
	<i>4.2.5 - Analyze strategies that promote growth and development of children, youth and adults.</i>
	<i>4.4.2 - Apply safe and healthy practices that comply with local, state, and federal regulations to assure learners' safety.</i>
	<i>4.5.1 - Apply developmentally appropriate and culturally responsive guidelines for behavior.</i>
	<i>4.5.2 - Demonstrate problem-solving and decision making skills when working with children, youth and adults.</i>
	<i>4.5.3 - Demonstrate interpersonal skills that promote positive and productive relationships with learners.</i>
	<i>4.5.4 - Implement strategies for constructive and supportive interactions between children, youth and adults and their families and communities.</i>
	<i>4.5.5 - Analyze learners' developmental progress and summarize developmental issues and concerns.</i>
	<i>7.3.2 - Demonstrate professional and ethical behavior with peers in a variety of settings.</i>
	<i>12.1.1 Analyze physical, emotional, social, moral, and cognitive development.</i>
	<i>12.1.2 Analyze interrelationships among physical, emotional, social, moral, and cognitive aspects of human growth and development.</i>
	<i>12.2.3 Analyze the influences of gender, ethnicity, and culture on individual development.</i>

	<i>13.5.1 - Create an environment that encourages and respects the ideas, perspectives, and contributions of all group members.</i>
	<i>13.6.3 - Apply critical thinking and ethical standards when making judgments and taking action.</i>
	<i>13.6.4 - Demonstrate ethical behavior in family, workplace, and community settings.</i>

Unit 2	Child Development - Theories & Theorists (3 Weeks) <i>In this unit, students learn about various child development theorists (Gardner, Erikson, Skinner, Piaget, Vgotsky) and their child development theories.</i>
Unit 2 Guiding & Essential Questions	• Why are child development theories important when working with young children? • How do different developmental theories help us understand learning? • How does comparing different child development theories guide curricular planning in the modern classroom?
Unit 2 Student Learning Goal(s)	Students identify and research major psychology theories and different theories of child development (e.g., Piaget, Erikson, etc.). <i>NASAFACS 4.2.1, 4.2.2</i> Students will reference different theories of child development in lesson planning.
Unit 2 NASAFACS Standards	<i>1.2.4 - Demonstrate teamwork skills in school, community and workplace settings and with diverse populations.</i> <i>1.2.6 - Demonstrate leadership skills and abilities in school, workplace and community settings.</i> <i>1.2.7 - Analyze factors that contribute to maintaining safe and healthy school, work and community environments.</i> <i>1.2.8 - Demonstrate employability skills, work ethics, and professionalism.</i> <i>4.1.3 - Summarize education and training requirements and opportunities for career paths in early childhood, education, and services.</i> <i>4.2.1 - Analyze child development theories and their implications for educational and childcare practices.</i> <i>4.2.5 - Analyze strategies that promote growth and development of children, youth and adults.</i> <i>4.4.2 - Apply safe and healthy practices that comply with local, state, and federal regulations to assure learners' safety.</i>

	4.5.1 - Apply developmentally appropriate and culturally responsive guidelines for behavior.
	4.5.2 - Demonstrate problem-solving and decision making skills when working with children, youth and adults.
	4.5.3 - Demonstrate interpersonal skills that promote positive and productive relationships with learners.
	4.5.4 - Implement strategies for constructive and supportive interactions between children, youth and adults and their families and communities.
	7.3.2 - Demonstrate professional and ethical behavior with peers in a variety of settings.
	13.6.3 - Apply critical thinking and ethical standards when making judgments and taking action.
	13.6.4 - Demonstrate ethical behavior in family, workplace, and community settings.

Unit 3	The Inclusive Classroom (3 Weeks) <i>In this unit, students learn about common physical, intellectual, emotional, & social needs of students in the elementary classroom. Students learn how to appropriately meet and accommodate for those various needs within the elementary classroom.</i>
Unit 3 Guiding & Essential Questions	• How does working with students with disabilities impact curricular planning? • How do students' development and life experiences affect learning? • How are a teacher's responsibilities affected by federal, state, and local policies?
Unit 3 Student Learning Goal(s)	Students will identify teacher responsibilities in working with children with disabilities. Students will describe the various physical, intellectual, emotional, and social needs that exist and are to be met in the inclusive classroom. Students will apply safe, healthy, and developmentally appropriate practices in their work with students in the educational environment. • NASAFACTS 4.4.1, 4.4.2 Students will modify lessons to accommodate for diverse student needs. Students will identify ethical and legal responsibilities involved in working with children with disabilities. Students will identify professional and legal standards that impact elementary education.

Unit 3 NASAFACS Standards	<i>1.2.4 - Demonstrate teamwork skills in school, community and workplace settings and with diverse populations.</i>
	<i>1.2.6 - Demonstrate leadership skills and abilities in school, workplace and community settings.</i>
	<i>1.2.7 - Analyze factors that contribute to maintaining safe and healthy school, work and community environments.</i>
	<i>1.2.8 - Demonstrate employability skills, work ethics, and professionalism.</i>
	<i>4.1.3 - Summarize education and training requirements and opportunities for career paths in early childhood, education, and services.</i>
	<i>4.2.4 - Address specific developmental needs of children, youth and adults based on assessment of their abilities.</i>
	<i>4.4.2 Apply safe and healthy practices that comply with local, state, and federal regulations to assure learners' safety.</i>
	<i>6.2.1 Demonstrate awareness of multiple diversities and their effects on individuals, families, and society.</i>
	<i>7.3.2 - Demonstrate professional and ethical behavior with peers in a variety of settings.</i>
	<i>13.5.1 - Create an environment that encourages and respects the ideas, perspectives, and contributions of all group members.</i>
	<i>13.6.3 - Apply critical thinking and ethical standards when making judgments and taking action.</i>
	<i>13.6.4 - Demonstrate ethical behavior in family, workplace, and community settings.</i>

Unit 4	Lesson Planning & Lesson Implementation (8 Weeks) <i>In this unit, students learn the components of an effective lesson plan (i.e. - learning goal, standard, assessment, check for understanding, etc.) and then practice and deliver multiple lessons in the elementary classroom. Students collaborate with their supervising teacher. Students reflect on the process and respond to feedback.</i>
Unit 4 Guiding & Essential Questions	• How do state standards inform curricular and instructional planning and student learning? • How do you write a rigorous, well-developed learning goal? • How does what you teach influence how you teach? • How does a teacher engage students to learn? • How do assessment and feedback inform curricular design and instructional delivery?

Unit 4 Student Learning Goal(s)	Students will plan and implement lessons in the classroom environment, applying various instructional strategies and appropriate technologies to facilitate student learning.
	Students will understand the instructional process and apply instructional strategies and appropriate technologies to facilitate student learning.
	Students will analyze play and its influence on the development of children. NASAFACS 4.2.1, 4.2.2, 4.2.5
	Students will implement age-appropriate and developmentally-appropriate activities and an integrated curriculum that incorporates learning styles, early experiences, and cultural values. NASAFACS 3.2.5, 4.2.5, 4.3.2, 4.3.3, 4.3.5
	Students will demonstrate a variety of teaching methods to meet individual needs of learners. NASAFACS 4.2.4, 4.3.4
	Students will establish effective activities, routines, and transitions for various age groups. NASAFACS 4.3.6
	Students will demonstrate problem-solving and decision making skills when working with children, youth and adults. NASAFACS 4.5.2
	Students will implement strategies for constructive and supportive interactions between children, youth and adults. NASAFACS 4.5.3, 4.5.4
	Students will demonstrate discipline and guidance techniques. NASAFACS 15.2.3
Unit 4 NASAFACS Standards	<i>1.2.4 - Demonstrate teamwork skills in school, community and workplace settings and with diverse populations.</i>
	<i>1.2.6 - Demonstrate leadership skills and abilities in school, workplace and community settings.</i>
	<i>1.2.8 - Demonstrate employability skills, work ethics, and professionalism.</i>
	<i>4.2.4 Address specific developmental needs of children, youth and adults based on assessment of their abilities.</i>
	<i>4.3.2 Implement learning activities in all curriculum areas that meet the developmental needs of learners.</i>
	<i>4.3.4 Demonstrate a variety of teaching methods to meet individual needs of learners.</i>

	<i>4.4.1 - Manage physical space to maintain a learning environment that is safe and healthy and encourages physical activity.</i>
	<i>4.5.1 Apply developmentally appropriate and culturally responsive guidelines for behavior.</i>
	<i>4.5.2 Demonstrate problem-solving and decision making skills when working with children, youth and adults.</i>
	<i>4.5.3 Demonstrate interpersonal skills that promote positive and productive relationships with learners.</i>
	<i>4.5.4 Implement strategies for constructive and supportive interactions between children, youth and adults and their families and communities.</i>
	<i>13.3.3 - Demonstrate effective listening and feedback techniques.</i>
	<i>13.4.3 - Apply the roles of decision making and problem solving in reducing and managing conflict.</i>
	<i>13.5.1 - Create an environment that encourages and respects the ideas, perspectives, and contributions of all group members.</i>
	<i>13.6.4 - Demonstrate ethical behavior in family, workplace, and community settings.</i>
	<i>15.2.3 Assess common practices and emerging research about influences of discipline on human growth and development.</i>