



Scope & Sequence

Course Name: Child Development PEIMS Code: 13024700		Course Credit: 1 Course Requirements: This course is recommended for students in grades 10-12 Prerequisites: none Recommended Prerequisites: Principles of Human Services
Course Description: Child Development is a technical laboratory course that addresses knowledge and skills related to child growth and development from prenatal through school-age children, equipping students with child development skills. Students use these skills to promote the well-being and healthy development of children and investigate careers related to the care and education of children.		
NOTE: This is a suggested scope and sequence for the course content. This content will work with any textbook or instructional materials. If locally adapted, make sure all TEKS are covered.		
Total Number of Periods Total Number of Minutes Total Number of Hours	175 Periods 7,875 Minutes 131.25 Hours*	*Schedule calculations based on 175/180 calendar days. For 0.5 credit courses, schedule is calculated out of 88/90 days. Scope and sequence allows additional time for guest speakers, student presentations, field trips, remediation, extended learning activities, etc.
Unit Number, Title, and Brief Description	# of Class Periods* (assumes 45-minute periods) Total minutes per unit	TEKS Covered 130.277. (c) Knowledge and Skills



<p>Unit 1: Employability Skills</p> <p>This unit explores the professional standards and employability skills required by business and industry. Students will grow to understand that responsibility, time management, organization, positive attitude, and good character have a large impact on employability and job retention. Students will also be able to identify and describe the work ethic needed for career advancement in the Human Services industry (e.g., skill sets, work schedules, travel/relocation, teamwork, communication skills, flexibility and adaptability etc.). Explore opportunities for employment and entrepreneurial endeavors associated with child development.</p>	<p>15 Periods 675 Minutes</p>	<p>(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:</p> <ul style="list-style-type: none">(A) apply interpersonal communication skills in business and industry settings;(B) explain and recognize the value of collaboration within the workplace;(C) examine the importance of time management to succeed in the workforce;(D) identify work ethics and professionalism in a job setting; and(E) develop problem-solving and critical-thinking skills. <p>(8) The student analyzes the growth and development of school-age children, including those with special needs. The student is expected to:</p> <ul style="list-style-type: none">(H) propose short- and long-term career goals in child development
<p>Unit 2: Roles and Responsibilities Parenting</p> <p>Students will identify and explore elements of parenting including theories about attachment and specific practices that parents use (e.g., baby wearing, co-sleeping,</p>	<p>15 Periods 675 Minutes</p>	<p>(2) The student analyzes roles and responsibilities of parenting. The student is expected to:</p> <ul style="list-style-type: none">(A) identify parenting skills and responsibilities;(B) investigate the legal rights and responsibilities of parents;



<p>etc.). Students will research various parenting styles (e.g., authoritarian, authoritative, permissive, neglectful) and their effect on children's behavior and personalities. Students will understand the responsibilities of parents including serving a child's emotional and physical needs and protect the child from abuse from the other parent or another household member; additionally, parents must meet their children's basic needs for food, clothing, housing, medical care, and education. Students will investigate the legal rights of parents including legal and physical custody.</p>		<ul style="list-style-type: none"> (C) analyze relationship and communication skills needed for parenting; and (D) explore the parental responsibilities of educating children.
<p>Unit 3: Protection and Safety of Children</p> <p>Students will research the characteristics of a healthy child and the symptoms of various childhood illnesses. Students will identify types and characteristics of child abuse and neglect. Students will identify signs of abuse and neglect including conditions that may be in place in environments where abuse may be more likely to occur. Students will explain the role of the mandated reporter in reporting suspected child abuse. Students will describe the three components of the communicable illness process. Students will discuss the immunization schedule recommended by the American Academy of Pediatrics for minimizing acquisition of communicable disease. Students will research</p>	<p>20 Periods 900 Minutes</p>	<ul style="list-style-type: none"> (3) The student examines the protection and safety of children. The student is expected to: <ul style="list-style-type: none"> (A) recognize the signs of domestic violence; (B) demonstrate first aid and cardiopulmonary resuscitation skills; (C) evaluate community resources relevant to the care and protection of children, including child care services, health care services, and organizations; (D) examine appropriate health care for children, including immunizations; (E) assess the safety of children's cribs, toys, clothing, and food; and



<p>and obtain industry required safety certifications including infant and child CPR and pediatric first aid certifications.</p>		<p>(F) discuss legislation and public policies affecting children.</p>
<p>Unit 4: Prenatal Care and Development</p> <p>Students will identify the signs and stages of pregnancy throughout each trimester. Students will discuss the importance of prenatal care and proper nutrition for mother and child. Students will examine the harmful effects of drugs, alcohol and tobacco on the unborn child. Students will discuss genetics and common genetic disorders. Students will analyze the process of labor and delivery including early labor, active labor, transition, pushing, and delivering the placenta.</p>	<p>25 Periods 1,125 Minutes</p>	<p>(4) The student investigates components of optimal prenatal care and development. The student is expected to:</p> <ul style="list-style-type: none"> (A) identify signs and stages of pregnancy; (B) analyze the effect of environmental and hereditary factors on fetal development, including prenatal brain development; (C) describe nutritional needs prior to and during pregnancy; (D) analyze appropriate medical care and good health practices prior to and during pregnancy; (E) explore technological advances in prenatal care and development; and (F) analyze the process of labor and delivery.
<p>Unit 5: Infant Development</p>	<p>25 Periods</p>	<p>(5) The student investigates strategies for optimizing the development of infants, including those with special needs. The student is expected to:</p>



<p>Students will explore the growth, development, and care of the infant. Students will analyze the physical, emotional, social, and cognitive development of the infant. Students will determine strategies that promote the health and safety of an infant. Students will analyze recent research in infant brain development. Students will demonstrate the ability to identify infants' needs, interests, and abilities. Students will recognize the many factors that contribute to the choice of a caregiver to choose breastfeeding versus bottle-feeding.</p>		<ul style="list-style-type: none"> (A) explain the physical, emotional, social, and intellectual needs of the infant; (B) investigate the impact of the infant on the family in areas such as roles, finances, responsibilities, and relationships; (C) identify typical growth and development of infants such as brain development; (D) identify appropriate nutritional needs for infants; and (E) discuss the advantages of breast feeding.
<p>Unit 6: Toddler Development</p> <p>Students will demonstrate the ability to identify children's needs, interests, and abilities. Students will explore the growth, development, and care of the toddler. Students will analyze the physical, emotional, social, and cognitive development of the toddler. Students will determine strategies that promote the health and safety of toddler, including those with special needs. Students will recognize, identify, and explore the benefits of child-directed play.</p>	<p>25 Periods 1,125 Minutes</p>	<ul style="list-style-type: none"> (6) The student investigates strategies for optimizing the development of toddlers, including those with special needs. The student is expected to: <ul style="list-style-type: none"> (A) analyze the physical, emotional, social, and intellectual needs of the toddler; (B) create play activities such as mathematics, science, physical movement, outdoor play, art, and music that enhance a toddler's growth and development; (C) identify patterns of typical growth and development of toddlers; and (D) prepare snacks or meals that meet appropriate nutritional guidelines for toddlers.



<p>Unit 7: Development of Preschool Children</p> <p>Students will demonstrate the ability to identify children’s needs, interests, and abilities. Students will explore the growth, development, and care of the preschool child. Students will analyze the physical, emotional, social, and cognitive development of the preschool child. Students will determine strategies that promote the health and safety of the preschool child, including those with special needs. Students will recognize, identify, and explore the benefits of child-directed play. Students will identify the appropriate licensing regulations and minimum standards of operation for preschools in Texas.</p>	<p>25 Periods 1,125 Minutes</p>	<p>(7) The student analyzes the growth and development of preschool children, including those with special needs. The student is expected to:</p> <ul style="list-style-type: none">(A) analyze the physical, emotional, social, and intellectual needs of the preschool child;(B) describe the role of play in a preschool child’s growth and development;(C) develop activities such as physical exercise or group play that meet developmental needs of preschool children;(D) prepare snacks or meals that meet appropriate nutritional guidelines for preschool children; and(E) identify appropriate licensing regulations for preschools.
<p>Unit 8: Development of School-Aged Children</p> <p>Students will demonstrate the ability to identify children’s needs, interests, and abilities. Students will explore the growth and development of the school age child, 6-12 years of age. Students will analyze the physical, emotional, social, and cognitive development of the school age child. Students will discuss strategies that promote the health and safety of the school age child, including those with special needs. Students</p>	<p>25 Periods 1,125 Minutes</p>	<p>(8) The student analyzes the growth and development of school-age children, including those with special needs. The student is expected to:</p> <ul style="list-style-type: none">(A) analyze the physical, emotional, social, and intellectual needs of the school-age child;(B) assess the role of the school environment on the growth and development of the school-age child;



<p>will explore the Early Childhood Environmental Rating Scale (ECERS) elements, emphasizing the areas of play, transitions, health and safety, routines, and schedules. Students will evaluate an early childhood program using licensing and/or accreditation checklists. Students will describe career opportunities in early childhood care and education.</p>		<ul style="list-style-type: none">(C) evaluate the importance of individual and group identification to the growth and development of school-age children;(D) develop appropriate activities for meeting developmental needs of school-age children such as physical exercise, language development, communication, listening skills, independence, conflict resolution, and self-discipline;(E) create recipes for nutritious snacks or meals appropriate for preparation by school-age children;(F) explore careers involving school-age children; and(G) discuss legislation and public policies affecting school-age children.
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