



## Scope and Sequence

**Cluster:** Human Services

**Course Name:** §130.247 Child Development (One-Half to One Credit)

**Course Description:** (1) This technical laboratory course 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.  
 (2) Students are encouraged to participate in extended learning experiences such as career and technical student organizations and other leadership or extracurricular organizations.

**Course Requirements:** This course is recommended for students in Grades 10-12. Recommended prerequisite: Principles of Human Services. Students must have access to computers and the Internet; they must have access to sink and water (i.e., for 5E).

Units of Study	Knowledge and Skills	Student Expectations	Resources
<b>I. Roles and Responsibilities of Parenting</b>			
A. Relationship skills	(1) The student analyzes roles and responsibilities of parenting.	(B) analyze relationship skills, including money management, communication skills, and marriage preparation	<ul style="list-style-type: none"> <li>• DC</li> <li>• CEY</li> <li>• CDCC</li> <li>• CDTIG</li> <li>• PPCC</li> <li>• PPTIG</li> <li>• PRR</li> <li>• PTC</li> <li>• SPSAP</li> <li>• The Dibble Institute</li> </ul>
B. Parenting skills and responsibilities			
C. Prevention of family violence		(A) investigate parenting skills and responsibilities, including child support and other legal rights and responsibilities that come with parenthood	

Units of Study	Knowledge and Skills	Student Expectations	Resources
		(C) examine skills relating to the prevention of family violence	<a href="http://www.dibblefund.org">www.dibblefund.org</a> • KidsHealth <a href="http://www.kidshealth.org">www.kidshealth.org</a> • p.a.p.a. Program (Parenting and Paternity Awareness) <a href="http://www.oag.state.tx.us/cs/ofp/papa/">www.oag.state.tx.us/cs/ofp/papa/</a> • Parenting <a href="http://www.parenting.com">www.parenting.com</a> • Prevent Child Abuse America <a href="http://www.preventchildabuse.org/index.shtm">www.preventchildabuse.org/index.shtm</a> l • 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> • Zero to Three <a href="http://www.zerotothree.org">www.zerotothree.org</a>
<b>II. Prenatal Care and Development</b>			
A. Signs and stages of pregnancy  B. Factors affecting fetal development  C. Importance of good nutrition and healthy practices during pregnancy  D. Medical care and technological advances  E. Labor and delivery  F. First aid and CPR skills	(2) The student investigates components of optimal prenatal care and development.	(A) identify signs and stages of pregnancy  (B) analyze environmental and hereditary factors affecting fetal development such as Mendel's Laws of Inheritance, genetics, and substances and how they affect the developing child and prenatal brain development  (C) describe nutritional needs prior to and during pregnancy such as impact of proteins, lipids, and carbohydrates on fetal brain development  (D) analyze reasons for medical care and good health practices prior to and during pregnancy	• CEY • DC • CDCC • CDTIG • PPCC • PPTIG • PRR • PTC • SPSAP • 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> • KidsHealth <a href="http://kidshealth.org/parent/firstaid_safe">http://kidshealth.org/parent/firstaid_safe</a> • March of Dimes <a href="http://www.marchofdimes.com">www.marchofdimes.com</a>

Units of Study	Knowledge and Skills	Student Expectations	Resources
		(E) critique technological advances in prenatal care and development such as sound waves used for sonograms, amniocentesis, and alpha-fetoprotein test	<ul style="list-style-type: none"> <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.gov <a href="http://www.womenshealth.gov/pregnancy">www.womenshealth.gov/pregnancy</a></li> </ul>
		(F) analyze the process of labor and delivery	
	(1) The student analyzes roles and responsibilities of parenting.	(D) demonstrate first aid and cardiopulmonary resuscitation skills	
<b>III. Infant Development, Including Children with Special Needs</b>			
<p>A. Physical, emotional, social, and intellectual needs of the infant</p> <p>B. Protection and safety of infants and children</p> <p>C. Impact of the infant on the family</p> <p>D. Infant growth and development</p> <p>E. Nutrition and feeding</p>	(3) The student investigates strategies for optimizing the development of infants of diverse backgrounds, including those with special needs.	(A) explain the physical, emotional, social, and intellectual needs of the infant	<ul style="list-style-type: none"> <li>• DC</li> <li>• CEY</li> <li>• CDCC</li> <li>• CDTIG</li> <li>• PPCC</li> <li>• PPTIG</li> <li>• PRR</li> <li>• PTC</li> <li>• SPSAP</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>• MyPyramid <a href="http://www.mypyramid.com">www.mypyramid.com</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> <li>• Zero to Three <a href="http://www.zerotothree.org">www.zerotothree.org</a></li> </ul>
		(B) generate ideas and gather information relevant to care and protection of infants such as child care options, abuse, guidance, services and agencies, immunizations, and appropriate health care	
	(1) The student analyzes roles and responsibilities of parenting.	(E) assess the safety of purchases for children such as cribs, toys, clothing, and food	
	(3) The student investigates strategies for optimizing the development of infants of diverse backgrounds, including those with special needs.	(C) draw conclusions regarding the impact of the infant on the family in areas such as roles, finances, responsibilities, and relationships	
(D) identify typical growth and development of infants such as brain development and mental health			

Units of Study	Knowledge and Skills	Student Expectations	Resources
		(E) select and use appropriate standard international units to identify nutritional needs for infants such as caloric requirements, protein, lipids, carbohydrates, and portion control  (F) research the advantages of breast feeding	
<b>IV. Toddler Development, Including Children with Special Needs</b>			
<p>A. Physical, emotional, social, and intellectual needs of the toddler</p> <p>B. Play, literacy, and development</p> <p>C. Toddler growth and development</p> <p>D. Care and protection of toddlers</p> <p>E. Nutrition</p>	<p>(4) The student investigates strategies for optimizing the development of toddlers of diverse backgrounds, including those with special needs.</p> <p>(1) The student analyzes roles and responsibilities of parenting.</p> <p>(4) The student investigates strategies for optimizing the development of toddlers of diverse backgrounds, including those with special needs.</p>	<p>(A) analyze the physical, emotional, social, and intellectual needs of the toddler</p> <p>(B) create play activities for a toddler's growth and development such as mathematics, science, physical movement, outdoor play, art, and music</p> <p>(F) explain factors that contribute to literacy</p> <p>(C) identify patterns of typical growth and development of toddlers</p> <p>(D) identify community resources relevant to the care and protection of toddlers, including child care services, health care services, and organizations such as the National Association for the Education of Young Children</p> <p>(E) work independently or collaboratively to prepare snacks or meals that meet nutritional guidelines for toddlers such as caloric, proteins, lipids, carbohydrates, and portion control</p>	<ul style="list-style-type: none"> <li>• DC</li> <li>• CEY</li> <li>• CDCC</li> <li>• CDTIG</li> <li>• PPCC</li> <li>• PPTIG</li> <li>• PRR</li> <li>• PTC</li> <li>• SPSAP</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>• MyPyramid <a href="http://www.mypyramid.com">www.mypyramid.com</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> <li>• Zero to Three <a href="http://www.zerotothree.org">www.zerotothree.org</a></li> </ul>

Units of Study	Knowledge and Skills	Student Expectations	Resources
<b>V. Development of the Preschool Child, Including Children with Special Needs</b>			
<p>A. Physical, emotional, social, and intellectual needs of the preschool child</p> <p>B. Role of play in growth and development of the preschool child</p> <p>C. Activities for meeting developmental needs</p> <p>D. Care and protection of preschool children</p> <p>E. Nutritious snacks and meals</p> <p>F. Preschool licensing regulations</p>	<p>(5) The student analyzes the growth and development of preschool children of diverse backgrounds, including those with special needs.</p>	<p>(A) analyze the physical, emotional, social, and intellectual needs of the preschool child</p> <p>(B) describe the role of play in a preschool child's growth and development</p> <p>(C) develop activities for meeting developmental needs of preschool children such as moderate to vigorous physical exercise, reading development, communication, listening skills, and self-reliance</p> <p>(D) use complex inferences from text to support conclusions about care and protection of preschool children such as child care, family violence and abuse, guidance, services and agencies, and appropriate health care</p> <p>(E) work independently and collaboratively to prepare snacks or meals to meet nutritional guidelines such as caloric requirements, proteins, lipids, carbohydrates, and portion control</p> <p>(F) identify appropriate licensing regulations for preschools</p>	<ul style="list-style-type: none"> <li>• DC</li> <li>• CEY</li> <li>• CDCC</li> <li>• CDTIG</li> <li>• PPCC</li> <li>• PPTIG</li> <li>• PRR</li> <li>• PTC</li> <li>• SPSAP</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>• MyPyramid <a href="http://www.mypyramid.com">www.mypyramid.com</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> <li>• Texas Dept. of Family and Protective Services (Minimum Standards) <a href="http://www.dfps.state.tx.us">www.dfps.state.tx.us</a></li> <li>• Texas Workforce Commission (Service Providers) <a href="http://www.twc.state.tx.us">www.twc.state.tx.us</a></li> <li>• Zero to Three <a href="http://www.zerotothree.org">www.zerotothree.org</a></li> </ul>
<b>VI. Development of School-Age Children, Including Children with Special Needs</b>			
<p>A. Physical, emotional, social, and intellectual needs of the school-age child</p>	<p>(6) The student analyzes the growth and development of school-age children of diverse</p>	<p>(A) analyze the physical, emotional, social, and intellectual needs of the school-age child</p>	<ul style="list-style-type: none"> <li>• DC</li> <li>• CEY</li> <li>• CDCC</li> </ul>

Units of Study	Knowledge and Skills	Student Expectations	Resources
<p>B. Role of the school environment on growth and development</p> <p>C. Growth and development of the school-age child</p> <p>D. Care and protection of school-age children</p> <p>E. Appropriate development activities</p> <p>F. Nutritious snacks or meals</p> <p>G. Legislation and public policies affecting children</p>	<p>backgrounds, including those with special needs.</p>	<p>(B) analyze the role of the school environment on the growth and development of the school-age child</p> <p>(C) analyze how individual and group identities are established and change over time to identify typical growth and development of the school-age child such as brain development and social, emotional, and physical development</p> <p>(D) investigate care and protection of school-age children such as child care, abuse, guidance, services and agencies, immunizations, and appropriate health care</p> <p>(E) develop activities appropriate for school-age children such as moderate to vigorous physical exercise, reading development, communication, listening skills, independence, conflict resolution, stress management, and self-discipline</p> <p>(F) work independently or collaboratively to create nutritious snacks or meals appropriate for school-age children to prepare, including considerations such as caloric requirements, proteins, lipids, carbohydrates, and portion control</p> <p>(H) discuss legislation and public policies affecting children</p>	<ul style="list-style-type: none"> <li>• CDTIG</li> <li>• PPCC</li> <li>• PPTIG</li> <li>• PRR</li> <li>• PTC</li> <li>• SPSAP</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>• MyPyramid <a href="http://www.mypyramid.com">www.mypyramid.com</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> <li>• Zero to Three <a href="http://www.zerotothree.org">www.zerotothree.org</a></li> </ul>
<p><b>VII. Career Opportunities in Child Development</b></p>			

Units of Study	Knowledge and Skills	Student Expectations	Resources
A. Careers involving infants, toddlers, preschool, and school-age children, including those with special needs	(3) The student investigates strategies for optimizing the development of infants of diverse backgrounds, including those with special needs.	(G) describe and apply technical knowledge and skills required to be successful in careers involving infants such as neonatal intensive care specialist and infant mental health specialist	<ul style="list-style-type: none"> <li>• PPCC</li> <li>• PPTIG</li> <li>• PRR</li> <li>• PTC</li> <li>• SPSAP</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>• Labor Market and Career Information (LMCI) <a href="http://www.cdr.state.tx.us">www.cdr.state.tx.us</a></li> <li>• National Research Center for Career and Technical Education <a href="http://www.nccte.org">www.nccte.org</a></li> <li>• Texas Workforce Commission <a href="http://www.twc.state.tx.us">www.twc.state.tx.us</a></li> <li>• U.S. Department of Education – Occupational Outlook Handbook <a href="http://www.bls.gov/oco">www.bls.gov/oco</a></li> <li>• U.S. Department of Labor <a href="http://www.dol.gov">www.dol.gov</a></li> </ul>
B. Technical knowledge and skills required	(6) The student analyzes the growth and development of school-age children of diverse backgrounds, including those with special needs.	(G) explore careers involving school-age children	
C. Short-term and long-term career goals in child development		(I) propose short-term and long-term career goals in child development	

**Resources: Books**

CDCC	Child Development Curriculum Caddy, CEV Multimedia, Ltd., 2004	1569186731
CDTIG	Child Development Teacher's Instructional Guide, Curriculum Center for FCS, 2008	
CEY	Children: The Early Years, Goodheart-Willcox Company, 2006	9781590705858
DC	The Developing Child, Glencoe/McGraw-Hill Division, 2004	0078462568
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
SPSAP	Successful Parenting for School-Age Parents Curriculum Guide, Reference Book, and Student Activity Book, Curriculum Center for Family and Consumer Sciences, 2004	

**Resources: Web Sites**

Achieve Texas	<a href="http://www.achievetexas.org">www.achievetexas.org</a>
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Units of Study	Knowledge and Skills	Student Expectations	Resources
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/ncbddd/child/">www.cdc.gov/ncbddd/child/</a>		
The Dibble Institute	<a href="http://www.dibblefund.org">www.dibblefund.org</a>		
KidsHealth	<a href="http://kidshealth.org/parent/firstaid_safe">http://kidshealth.org/parent/firstaid_safe</a>		
KidsHealth	<a href="http://www.kidshealth.org">www.kidshealth.org</a>		
Labor Market and Career Information (LMCI)	<a href="http://www.cdr.state.tx.us">www.cdr.state.tx.us</a>		
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.com">www.mypyramid.com</a>		
National Research Center for Career and Technical Education	<a href="http://www.nccte.org">www.nccte.org</a>		
Nutrition.gov	<a href="http://www.nutrition.gov">www.nutrition.gov</a>		
p.a.p.a. Program (Parenting and Paternity Awareness)	<a href="http://www.oag.state.tx.us/cs/of/papa/">www.oag.state.tx.us/cs/of/papa/</a>		
Parenting	<a href="http://www.parenting.com">www.parenting.com</a>		
Prevent Child Abuse America	<a href="http://www.preventchildabuse.org">www.preventchildabuse.org</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>		
U.S. Department of Education – 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>		
WebMD – Health and Pregnancy	<a href="http://www.webmd.com/baby/default.htm">www.webmd.com/baby/default.htm</a>		
womenshealth.gov	<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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