



Scope and Sequence

- Cluster:** Human Services
- Course Name:** §130.248 Child Guidance (One to Two Credits)
- Course Description:** (1) This technical laboratory course addresses the knowledge and skills related to child growth and guidance equipping students to develop positive relationships with children and effective caregiver skills. Students use these skills to promote the well-being and healthy development of children, strengthen a culturally diverse society, and pursue careers related to the care, guidance, and education of children, including those with special needs. (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 prerequisites: Principles of Human Services and Child Development. Students must have access to computers and the Internet; transportation services; and opportunities to observe/interact with children.

Units of Study	Knowledge and Skills	Student Expectations	Resources
I. Professionalism			
A. Relationship skills	(1) The student analyzes roles and responsibilities of caregivers.	(I) analyze relationship skills, including money management, communication skills, and marriage preparation	<ul style="list-style-type: none"> • CCGMSCC • CCGMSCG • CDCC • CDTIG • CEY • DC • PPCC • PPTIG
B. Prevention of family violence		(J) examine skills relating to the prevention of family violence	
C. Legal aspects of caring for children		(E) investigate the legal responsibilities and laws involved in caring for children	
D. Parenting skills and			

Units of Study	Knowledge and Skills	Student Expectations	Resources
responsibilities E. Factors that impact family roles F. Effective caregiving <ol style="list-style-type: none"> 1. Promoting physical, intellectual, emotional, and social development of children 2. Ethical and positive role modeling 3. Effective communication between parents and children 4. Resources for effective management of multiple roles that affect child care 		(H) investigate parenting skills and responsibilities, including child support and other legal rights and responsibilities that come with parenthood (F) analyze the impact of changing societal patterns and demographics on the role of parents, children, and other family members (A) determine the roles and responsibilities of caregivers related to the physical, intellectual, emotional, and social development of children (B) apply ethical codes of conduct to positive role modeling behaviors (C) identify strategies for optimizing the physical, intellectual, emotional, and social development of children, including those with special needs (D) write with proper voice, tense, and syntax, assuring it conforms to standard English, in creating examples of coherent written communication between parents and children (G) access resources available for effective management of multiple adult roles that affect child care	<ul style="list-style-type: none"> • PRR • PTC • SPSAP • WYC • Centers for Disease Control and Prevention www.cdc.gov/ncbddd/child • Character Counts! www.charactercounts.org • The Dibble Institute www.dibblefund.org • KidsHealth www.kidshealth.org • National Association for the Education of Young Children www.naeyc.org • National Network for Child Care www.nncc.org • p.a.p.a. Program (Parenting and Paternity Awareness) www.oag.state.tx.us/cs/of/papa • Parenting www.parenting.com • Texas Workforce Commission (Service Providers) www.twc.state.tx.us • Zero to Three www.zerotothree.org
II. Child Care Management			
A. Child care options B. Financial considerations of child care	(2) The student analyzes child care options.	(A) compare child care options for children of various ages (B) compare and contrast the financial considerations of child care options	<ul style="list-style-type: none"> • CACP • CCGMSCC • CCGMSCG • CDCC • CDTIG

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<p>C. Criteria for selecting quality child care</p> <p>D. Minimum standards for child care licensing and regulations</p>		<p>(C) examine criteria for selecting quality child care</p> <p>(D) review minimum standards for licensing and regulations for center-based and home-based programs</p>	<ul style="list-style-type: none"> • CEY • DC • PPCC • PPTIG • PRR • PTC • SPSAP • WYC • National Network for Child Care www.nncc.org • Texas Dept. of Family and Protective Services (Minimum Standards) www.dfps.state.tx.us • Texas Workforce Commission (Service Providers) www.twc.state.tx.us
III. Safety, Nutrition, Health, and Wellness			
<p>A. Signs of health and symptoms of illness in children</p> <p>B. Promoting health and wellness in children</p> <p>C. Nutritious snacks and meals</p> <p>D. Resources for managing health care of children</p> <p>E. Creating safe environments for children</p> <p>F. Children and family crisis</p> <p>G. Role of society in protection of children and families</p>	<p>(3) The student analyzes responsibilities that promote health and wellness of children.</p>	<p>(A) identify signs of good health and symptoms of illness in children</p> <p>(B) describe child guidance practices that contribute to the health and wellness of children such as requirements for rest, exercise, obesity prevention, public and personal safety, and sanitation</p> <p>(D) prepare nutritious snacks or meals for children following the food guidelines in promoting children's health such as portion control, caloric requirements, and nutrient needs</p> <p>(E) determine resources available for managing the health care of children such as children's insurance, Children's Health Insurance Program, and county health clinics</p>	<ul style="list-style-type: none"> • CCGMSCC • CCGMSCG • CDCC • CDTIG • CEY • DC • PPCC • PPTIG • PRR • PTC • SPSAP • WYC • American Academy of Pediatrics www.aap.org • Centers for Disease Control and Prevention www.cdc.gov • KidsHealth www.kidshealth.org • Parenting www.parenting.com • Mypyramid.gov www.mypyramid.gov • Nutrition.gov www.nutrition.gov

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Units of Study	Knowledge and Skills	Student Expectations	Resources
		(C) apply safe procedures in creating environments for children (F) recognize symptoms of children in family crisis situations (G) discuss society's role in the protection of children and families	<ul style="list-style-type: none"> • Texas AgriLIFE Extension – Family and Consumer Sciences http://fcs.tamu.edu • Zero to Three www.zerotothree.org
IV. Child Growth and Development			
A. Promoting child development through play <ol style="list-style-type: none"> 1. Creating effective examples of play that promotes development 2. Developmentally appropriate and safe activities, toys, and equipment 3. Caregiver strategies for constructive and creative play B. Technology, media, and resources <ol style="list-style-type: none"> 1. Uses and management 2. Safeguards 	(4) The student analyzes the effect of play in the development of children.	(A) create examples of play that promote the physical, intellectual, emotional, and social development of children (B) describe characteristics and safety features of developmentally appropriate play activities, toys, and equipment for children (C) describe strategies caregivers may use to encourage constructive and creative play (D) determine potential uses and management of technology, media, and resources to foster healthy child development (E) determine safeguards to prevent misuse and abuse of technology and media with children	<ul style="list-style-type: none"> • CCGMSCC • CCGMSCG • CDCC • CDTIG • CEY • DC • PPCC • PPTIG • PRR • PTC • SPSAP • WYC • Centers for Disease Control and Prevention www.cdc.gov/ncbddd/child/ • iKeepSafe www.ikeepsafe.org • KidsHealth www.kidshealth.org • National Association for the Education of Young Children www.naeyc.org • National Network for Child Care www.nncc.org • Parenting www.parenting.com • Zero to Three www.zerotothree.org
V. Guidance			
A. Types of guidance B. Appropriate guidance techniques	(5) The student summarizes appropriate guidance techniques for children of various ages and developmental levels.	(A) identify the various types of guidance and the effects on children (B) determine appropriate guidance techniques	<ul style="list-style-type: none"> • CACP • CCGMSCC • CCGMSCG • CDCC • CDTIG

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Units of Study	Knowledge and Skills	Student Expectations	Resources
C. Child abuse 1. Behaviors that may lead to child abuse 2. Strategies that deter abusive behavior		(C) explain behaviors that may lead to child abuse (D) identify strategies that deter abusive behavior	<ul style="list-style-type: none"> • CEY • DC • PPCC • PPTIG • PRR • PTC • WYC • Centers for Disease Control and Prevention www.cdc.gov/ncbddd/child • National Network for Child Care www.nncc.org • Parenting www.parenting.com • Prevent Child Abuse America www.preventchildabuse.org/index.shtml • Texas Department of Family and Protective Services www.dfps.state.tx.us • Zero to Three www.zerotothree.org

VI. Careers and Success at Work

A. Impact of career decisions on care giving B. Short-term and long-term career goals C. Personal career assessment D. Employability skills 1. Effective communication skills 2. Problem solving 3. Leadership 4. Effective team members 5. Ethics 6. Technical skills	(6) The student makes informed career decisions that reflect personal, family, and career goals.	(A) analyze the impact of career decisions on care giving (B) propose short-term and long-term career goals (C) assess personal interests, aptitudes, and abilities needed in the child-care profession (D) exhibit employability skills such as communication, problem solving, leadership, teamwork, ethics, and technical skills (E) demonstrate effective verbal, nonverbal, written, and electronic communication skills	<ul style="list-style-type: none"> • CCGMSCG • CDCC • CDTIG • CEY • DC • PPCC • PPTIG • PRR • PTC • SPSAP • WYC • Achieve Texas www.achievetexas.org • America's Career Infonet www.acinet.org/acinet/ • Labor Market and Career Information (LMCI) www.cdr.state.tx.us
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Units of Study	Knowledge and Skills	Student Expectations	Resources
E. Careers in early childhood development and services 1. Employment and entrepreneurial opportunities 2. Educational requirements		(F) demonstrate skills and characteristics of leaders and effective team members	<ul style="list-style-type: none"> • National Research Center for Career and Technical Education www.nccte.org • Texas Workforce Commission www.twc.state.tx.us • U.S. Department of Education – Occupational Outlook Handbook www.bls.gov/oco • U.S. Department of Labor www.dol.gov
		(G) evaluate employment and entrepreneurial opportunities and educational requirements for early childhood development and services	
Resources: Books			
CACP	Child and Adult Care Professionals, Glencoe/McGraw-Hill Division, 2004		0078290139
CCGMSCC	Child Care and Guidance, Management, and Services, Curriculum Caddy, CEV Multimedia, Ltd., 2004		156918674X
CCGMSCG	Child Care and Guidance, Management, and Services Curriculum Guide, Reference Book, Student Activity Book, Tests, Curriculum Center for FCS, 2001		
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 Center for FCS, 2004		
WYC	Working with Young Children, Goodheart-Willcox, 2004		1590701283
Resources: Web Sites			
Achieve Texas	www.achievetexas.org		
America's Career Infonet	www.acinet.org/acinet		
American Academy of Pediatrics	www.aap.org		

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Centers for Disease Control and Prevention	www.cdc.gov		
Centers for Disease Control and Prevention	www.cdc.gov/ncbddd/child		
Character Counts!	www.charactercounts.org		
The Dibble Institute	www.dibblefund.org		
KidsHealth	www.kidshealth.org		
Labor Market and Career Information (LMCI)	www.cdr.state.tx.us		
Mypyramid.gov	www.mypyramid.gov		
National Association for the Education of Young Children	www.naeyc.org		
National Network for Child Care	www.nncc.org		
National Research Center for Career and Technical Education	www.nccte.org		
Nutrition.gov	www.nutrition.gov		
p.a.p.a. Program (Parenting and Paternity Awareness)	www.oag.state.tx.us/cs/of/papa		
Parenting	www.parenting.com		
Prevent Child Abuse America	www.preventchildabuse.org/index.shtml		
Texas AgriLIFE Extension – Family and Consumer Sciences	http://fcs.tamu.edu		
Texas Department of Family and Protective Services	www.dfps.state.tx.us		
Texas Workforce Commission	www.twc.state.tx.us		
U.S. Department of Education – Occupational Outlook Handbook	www.bls.gov/oco		
U.S. Department of Labor	www.dol.gov		
Zero to Three	www.zerotothree.org		

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