



## Scope & Sequence

<b>Course Name:</b> Child Guidance <b>PEIMS Code:</b> 13024800		<b>Course Credit:</b> 2 <b>Course Requirements:</b> This course is recommended for students in grades 10-12 <b>Prerequisites:</b> none <b>Recommended Prerequisites:</b> Principles of Human Services
<b>Course Description:</b> Child Guidance is a technical laboratory course that 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. Instruction may be delivered through school-based laboratory training or through work-based delivery arrangements such as cooperative education, mentoring, and job shadowing.		
<b>NOTE:</b> 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.		
<b>Total Number of Periods</b> <b>Total Number of Minutes</b> <b>Total Number of Hours</b>	350 Periods 15,750 Minutes 262.5 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.
<b>Unit Number, Title, and Brief Description</b>	<b># of Class Periods*</b> (assumes 45-minute periods) Total minutes per unit	<b>TEKS Covered</b> <b>130.278. (c) Knowledge and Skills</b>



<p><b>Unit 1: Employability Skills</b></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>25 Periods 1,125 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"><li>(A) apply interpersonal communication skills in business and industry settings;</li><li>(B) explain and recognize the value of collaboration within the workplace;</li><li>(C) examine the importance of time management to succeed in the workforce;</li><li>(D) identify work ethics and professionalism in a job setting; and</li><li>(E) develop problem-solving and critical-thinking skills.</li></ul> <p>(10) The student makes informed career decisions that reflect personal, family, and career goals. The student is expected to:</p> <ul style="list-style-type: none"><li>(D) exhibit employability skills such as communication, problem solving, leadership, teamwork, ethics, and technical skills;</li><li>(E) demonstrate effective verbal, nonverbal, written, and electronic communication skills;</li><li>(F) demonstrate skills and characteristics of leaders and effective team members</li></ul>
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<p><b>Unit 2: Career Development</b></p> <p>This unit will help students better understand the various career opportunities within the child services industry. Students will focus on expanding their knowledge about the education, training, and/or certification required to obtain employment in the industry. Students will research a career in the Human Services Cluster to include education and training, job outlook, work environment, median pay, forecast for the industry, and related/similar occupations. Students will develop a career plan and portfolio designed to achieve their career goals and obtain employment within the human services industry.</p>	<p>25 Periods 1,125 Minutes</p>	<p>(10) The student makes informed career decisions that reflect personal, family, and career goals. The student is expected to:</p> <ul style="list-style-type: none"><li>(A) analyze the impact of career decisions on care giving;</li><li>(B) propose short- and long-term career goals;</li><li>(C) assess personal interests, aptitudes, and abilities needed in the child care profession;</li><li>(G) evaluate employment and entrepreneurial opportunities and educational requirements for early childhood development and services.</li></ul>
<p><b>Unit 3: Ethical and Legal Responsibilities for Child Care Services</b></p> <p>This unit will expose students to the important compliance and regulations that are implemented within this industry. Students will understand the importance that child care workers fully understand both legal and ethical issues in providing child care services. In this unit students will learn appropriate behavior while working with children. Students will explain the role of the mandated reporter in reporting suspected child abuse. Students will explore technology, media, and resources that can enhance child</p>	<p>35 Periods 1,575 Minutes</p>	<p>(2) The student practices ethical and legal responsibilities associated with providing child care services. The student is expected to:</p> <ul style="list-style-type: none"><li>(A) apply ethical codes of conduct in a child care setting;</li><li>(B) create coherent written communication between parents and child care staff;</li><li>(C) advocate for children when necessary;</li><li>(D) comply with laws and regulations related to child care services;</li></ul>



<p>development but also understand the potential misuse of technology and media when dealing with children.</p>		<p>(E) determine potential uses and management of technology, media, and resources to foster healthy child development; and</p> <p>(F) employ safeguards to prevent misuse and abuse of technology and media with children.</p>
<p><b>Unit 4: Child Care Options</b></p> <p>Students will learn that there are many options when selecting child care services including daycare centers, home-based daycare, nannies, pre-school, relative care, or being a stay at home parent. Students will understand the complexity of decision-making for child care including taking into consideration cost, quality, educational opportunities, and age range. Students will identify the appropriate licensing regulations and minimum standards of centered-based and home-based operations for preschools in Texas.</p>	<p>35 Periods 1,575 Minutes</p>	<p>(3) The student analyzes child care options. The student is expected to:</p> <p>(A) compare child care options for children of various ages;</p> <p>(B) compare and contrast the financial considerations of child care options;</p> <p>(C) examine criteria for selecting quality child care; and</p> <p>(D) review minimum standards for licensing and regulations for center-based and home-based programs.</p>
<p><b>Unit 5: Safety, Nutrition, Health and Wellness of Children</b></p> <p>Students will research the characteristics of a healthy child and the symptoms of various childhood illnesses. Students will determine strategies that promote the health and safety of children. Students will demonstrate child</p>	<p>35 Periods 1,575 Minutes</p>	<p>(4) The student analyzes responsibilities that promote health and wellness of children. The student is expected to:</p> <p>(A) identify signs of good health and symptoms of illness in children;</p>



<p>guidance techniques such as redirection, reasoning, modeling, listening, reinforcement, choices, etc. Students will identify types and characteristics of child abuse and neglect. Students will identify conditions that may be unsafe in child care environments. Students will demonstrate knowledge and preparation of meals and snacks served in a child care setting to include a greater variety of vegetables and fruit, more whole grains, and less added sugar and saturated fat.</p>		<ul style="list-style-type: none"> <li>(B) practice child guidance techniques that contribute to the health and wellness of children such as adequate rest, exercise, safety, and sanitation;</li> <li>(C) apply procedures for creating safe environments for children;</li> <li>(D) prepare nutritious snacks or meals for children following appropriate food guidelines; and</li> <li>(E) use resources available for managing the health care of children.</li> </ul>
<p><b>Unit 6: Child Play</b></p> <p>Students will understand that play is essential to development because it contributes to the cognitive, physical, social, and emotional well-being of children and youth; play allows children to use their creativity while developing their imagination, dexterity, and physical, cognitive, and emotional strength. Students will develop scenarios and implement strategies for children that are either directed and/or undirected play to encourage constructive, creative play.</p>	<p>35 Periods 1,575 Minutes</p>	<p>(5) The student analyzes the effect of play in the development of children. The student is expected to:</p> <ul style="list-style-type: none"> <li>(A) create examples of play that promote the physical, intellectual, emotional, and social development of children; and</li> <li>(B) implement strategies to encourage constructive and creative play.</li> </ul>
<p><b>Unit 7: Child Guidance</b></p>	<p>40 Periods 1,800 Minutes</p>	<p>(6) The student applies appropriate guidance techniques for children of various ages and developmental levels. The student is expected to:</p>



<p>Students will demonstrate child guidance techniques such as redirection, reasoning, modeling, listening, reinforcement, choices, etc. Students will compare and contrast different child guidance techniques and the intended effects on children. Students will identify types and characteristics of child abuse and neglect and how they differ from child guidance. Students will recognize, identify, and explore the benefits of child-directed and care giver-directed play.</p>		<ul style="list-style-type: none"> <li>(A) discuss the various types of guidance and the effects on children;</li> <li>(B) determine and apply appropriate guidance techniques; and</li> <li>(C) distinguish between guidance techniques and abusive behavior.</li> </ul>
<p><b>Unit 8: Infant Development</b></p> <p>Students will explore the growth, development, and care of the infant. Students will demonstrate the ability to identify infants' needs, interests, and abilities. Students will create and implement activities that promote physical, motor, emotional, social, and cognitive development of infants. Students will determine strategies that promote the health and safety of an infant. Students will analyze recent research in infant brain development.</p>	<p>40 Periods 1,800 Minutes</p>	<p>(7) The student will implement appropriate strategies and practices for optimizing the development of infants, including those with special needs. The student is expected to:</p> <ul style="list-style-type: none"> <li>(A) create and implement activities for the development of sensory skills;</li> <li>(B) create and implement activities for the development of language skills;</li> <li>(C) create and implement activities for the development of physical and motor skills; and</li> <li>(D) create and implement activities for the development of social skills.</li> </ul>
<p><b>Unit 9: Toddler Development</b></p> <p>Students will explore the growth, development, and care of toddlers. Students</p>	<p>40 Periods 1,800 Minutes</p>	<p>(8) The student will implement appropriate strategies and practices for optimizing the development of toddlers, including those with special needs. The student is expected to:</p>



<p>will demonstrate the ability to identify toddlers' needs, interests, and abilities. Students will create and implement lesson plans that promote physical, emotional, and cognitive development of toddlers. Students will determine strategies that promote the health and safety of a toddler. Students will determine strategies, activities, and lessons that promote vocabulary, language, mathematics, and science skills.</p>		<ul style="list-style-type: none"> <li>(A) create and implement lesson plans for the development of physical skills;</li> <li>(B) create and implement lesson plans for the development of vocabulary and language skills;</li> <li>(C) create and implement lesson plans for the development of appropriate mathematics skills; and</li> <li>(D) create and implement lesson plans for the development of appropriate science skills.</li> </ul>
<p><b>Unit 10: Development of Preschool Children</b></p> <p>Students will explore the growth, development, and care of preschoolers. Students will demonstrate the ability to identify preschoolers' needs, interests, and abilities. Students will create and implement lesson plans that promote physical, emotional, and cognitive development of toddlers. Students will determine strategies that promote the health and safety of a preschooler. Students will determine strategies, activities, and lessons that promote vocabulary, language, mathematics, and science skills.</p>	<p>40 Periods 1,800 Minutes</p>	<p>(9) The student will implement appropriate strategies and practices for optimizing the development of preschool children, including those with special needs. The student is expected to:</p> <ul style="list-style-type: none"> <li>(A) create and implement lesson plans for the development of physical skills;</li> <li>(B) create and implement lesson plans for the development of reading and language skills;</li> <li>(C) create and implement lesson plans for the development of appropriate mathematics and problem-solving skills; and</li> <li>(D) create and implement lesson plans for the development of appropriate science skills.</li> </ul>