

TEKS Requirement (Secondary)		Sem. A	Lesson & Assignment Number	Textbook Chapter/Page #	Bloom's Taxonomy
(E) select and use appropriate standard international units to identify nutritional needs for infants such as caloric requirements, protein, lipids, carbohydrates, and portion control;		A	3	4,6,7,8	Apply
(F) research the advantages of breast feeding; and		A	3	4,6,7,8	Understand
(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.		A	3	4,6,7,8	Apply
(4) The student investigates strategies for optimizing the development of toddlers of diverse backgrounds, including those with special needs. The student is expected to:					
(A) analyze the physical, emotional, social, and intellectual needs of the toddler;		A	5	3,10,11,12	Analyze
(B) create play activities for a toddler's growth and development such as mathematics, science, physical movement, outdoor play, art, and music;		A	5	3,10,11,12	Create
(C) identify patterns of typical growth and development of toddlers;		A	5	3,10,11,12	Understand
(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; and		A	8	22	Apply
(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.		A	7	20,21	Apply
(5) The student analyzes the growth and development of preschool children of diverse backgrounds, including those with special needs. The student is expected to:					
(A) analyze the physical, emotional, social, and intellectual needs of the preschool child;		A	6	13,14,15,21	Analyze
(B) describe the role of play in a preschool child's growth and development;		A	6	13,14,15,21	Apply
(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;		A	6	13,14,15,21	Apply
(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;		A	8	22	Evaluate
(E) work independently and collaboratively to prepare snacks or meals to meet nutritional guidelines such as caloric requirements, proteins, lipids, carbohydrates, and portion control; and		A	7	20,21	Apply
(F) identify appropriate licensing regulations for preschools.		A	6	13,14,15,21	Apply
(6) The student analyzes the growth and development of school-age children of diverse backgrounds, including those with special needs. The student is expected to:					
(A) analyze the physical, emotional, social, and intellectual needs of the school-age child;		A	6	13,14,15,21	Analyze
(B) analyze the role of the school environment on the growth and development of the school-age child;		A	6	13,14,15,21	Analyze
(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;		A	6	13,14,15,21	Analyze
(D) investigate care and protection of school-age children such as child care, abuse, guidance, services and agencies, immunizations, and appropriate health care;		A	7	20,21	Analyze
(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;		A	6	13,14,15,21	Create
(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;		A	7	20,21	Create
(G) explore careers involving school-age children;		A	1 through 8	pgs.26-650	Understand
(H) discuss legislation and public policies affecting children; and		A	8	22	Understand
(I) propose short-term and long-term career goals in child development.		A	1	1,2,3,23	Create