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	TTUISD - TEKS Tracker					
Author _	Joyce Cheatham Submission Date/					
Evaluator	Evaluation Date / /					
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	TTUISD: Child Development (CHILDDE) Course v					
	TEKS: §130.247, Grade 10-12, Beginning with the 2010-201	.1 scho	ool year			
	Text: The Developing Child, 10th edition, ISBN: 978-0-0	7-8883	60-6			
				Lesson &	Textbook	Bloom's
	TEKS Requirement (Secondary)		Sem. A	Assignment	Chapter/Page #	Taxonomy
2122 217				Number	Onapter/1 age n	Tunonomy
	7. Child Development (One-Half to One Credit).					
. ,	ral requirements. This course is recommended for students in Grades 10-					
(b) Introd	mmended prerequisite: Principles of Human Services.					
	echnical laboratory course addresses knowledge and skills related to child					
	nd development from prenatal through school-age children, equipping	'				
	with child development skills. Students use these skills to promote the we	I-				
	d healthy development of children and investigate careers related to the					
_	education of children.					
	ents are encouraged to participate in extended learning experiences such	as				
career an	nd technical student organizations and other leadership or extracurricular					
organizat						
	ledge and skills.					
(1) The s	student analyzes roles and responsibilities of parenting. The student	is				
expected						
	tigate parenting skills and responsibilities, including child support and other	r	A	2	4,5,6	Analyze
	tts and responsibilities that come with parenthood;				1,0,0	
	ze relationship skills, including money management, communication skills	,	Α	1	1,2,3,23	Analyze
	iage preparation;	_		0		-
	nine skills relating to the prevention of family violence; onstrate first aid and cardiopulmonary resuscitation skills;		A	8 7	22 20,21	Analyze Remember
	ss the safety of purchases for children such as cribs, toys, clothing, and		A	1	20,21	Remember
food; and			A	5	3,10,11,12	Evaluate
	in factors that contribute to literacy.		A	5	3,10,11,12	Remember
	student investigates components of optimal prenatal care and			- C	0,10,11,12	remember
` '	ment. The student is expected to:					
	fy signs and stages of pregnancy;		A	2	4,5,6	Remember
	ze environmental and hereditary factors affecting fetal development such					
as Mende	el's Laws of Inheritance, genetics, and substances and how they affect the		A	2	4,5,6	Analyze
	ng child and prenatal brain development;					
	ribe nutritional needs prior to and during pregnancy such as impact of		A	2	4,5,6	Apply
	lipids, and carbohydrates on fetal brain development;		7.5	_	1,0,0	пррц
	ze reasons for medical care and good health practices prior to and during		A	2	4,5,6	Analyze
pregnanc	CY;	-				,
(E) critiqu	ue technological advances on prenatal care and development such as			2	4.5.6	Evaluate
sound wa	aves used for sonograms, amniocentesis, and alpha-fetoprotein test; and		A	2	4,5,6	Evaluate
(E) analys	ze the process of labor and delivery.	-	A	2	4,5,6	Analyze
	student investigates strategies for optimizing the development of		A		4,0,0	Tillaryze
	of diverse backgrounds, including those with special needs. The					
	is expected to:					
	in the physical, emotional, social, and intellectual needs of the infant;		A	3 and 4	4,6,7,8,9	Understand
	rate ideas and gather information relevant to care and protection of infants		1		, - , - , - , -	
	child care options, abuse, guidance, services and agencies, immunizations		A	4	7,8,9	Evaluate
and appro	opriate health care;					
(C) draw	conclusions regarding the impact of the infant on the family in areas such		A	1	1,2,3,23	Analyza
as roles,	finances, responsibilities, and relationships;		A		1,2,3,23	Analyze
	ify typical growth and development of infants such as brain development		A	4	7,8,9	Understand
and ment	tal health;		1		1,0,0	Chacistand

TEKS Requirement (Secondary)		Sem. A	Lesson & Assignment	Textbook	Bloom's
		Sem. A	Number	Chapter/Page #	Taxonomy
(E) select and use appropriate standard international units to identify nutritional needs for infants such as caloric requirements, protein, lipids, carbohydrates, and			3	4,6,7,8	Annly
portion control;		A	3	4,0,7,0	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			<u> </u>	7-7 7-	
careers involving infants such as neonatal intensive care specialist and infant mental		A	3	4,6,7,8	Apply
health specialist.					
(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			5		
mathematics, science, physical movement, outdoor play, art, and music;		A		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,			0	00	. 1
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		A	7	20,21	Apply
portion control.			·		
(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		A	6	13,14,15,21	Analyze
child; (B) describe the role of play in a preschool child's growth and development;		Α	6	13,14,15,21	-
(C) develop activities for meeting developmental needs of preschool children such		A	0	13,14,15,21	Apply
as moderate to vigorous physical exercise, reading development, communication,		A	6	13,14,15,21	Apply
listening skills, and self-reliance;				, , ,	11 3
(D) use complex inferences from text to support conclusions about care and					
protection of preschool children such as child care, family violence and abuse,		A	8	22	Evaluate
guidance, services and agencies, and appropriate health care;					
(E) work independently and collaboratively to prepare snacks or meals to meet nutritional guidelines such as caloric requirements, proteins, lipids, carbohydrates,		A	7	20,21	Apply
and portion control; and		11	,	20,21	пррпу
(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					11.
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		A	6	13,14,15,21	Analyze
child; (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		A	6	13,14,15,21	Analyze
development and social, emotional, and physical development;					
(D) investigate care and protection of school-age children such as child care, abuse,			_	00.04	
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,		A	6	13,14,15,21	Create
independence, conflict resolution, stress management, and self-discipline;					
(F) work independently or collaboratively to create nutritious snacks or meals			_	00.01	
appropriate for school-age children to prepare, including considerations such as		A	7	20,21	Create
caloric requirements, proteins, lipids, carbohydrates, and portion control; (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
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