

**Course Title: Child Development 1b**
**State: TX**
**State Course Title: Child Development**
**State Course Code: 127.317**
**State Standards: Career and Technical Education**
**Date of Standards: 2021**

TEKS	Course Title (a or b), if applicable, e.g. Game Design 1a	Unit Name(s)	Lesson(s) Numbers
<b>(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:</b>			
(A) apply interpersonal communication skills in business and industry settings;	Child Development 1b	Unit 8: Your Role in Child Development	Lesson 3
(B) explain the value of and demonstrate collaboration within the work environment;	Child Development 1b	Unit 8: Your Role in Child Development	Lesson 3
(C) apply productive work habits, including time management, organization, initiative, and self-direction;	Child Development 1b	Unit 8: Your Role in Child Development	Lessons 3, 4
(D) identify work ethics and professional skills needed in a work environment; and	Child Development 1b	Unit 8: Your Role in Child Development	Lessons 3, 4
(E) identify and demonstrate problem-solving, creativity, and critical-thinking skills needed within the work environment.	Child Development 1b	Unit 8: Your Role in Child Development	Lesson 3
<b>(2) The student analyzes roles and responsibilities of caregivers or guardians. The student is expected to:</b>			
A) compare parenting styles and the potential influence of each style on a child's development;	Child Development 1a	Unit 3: We Are Family	Lesson 4
(B) investigate the legal rights and responsibilities of parents;	Child Development 1a	Unit 3: We Are Family	Lesson 2
(C) analyze positive relationship characteristics and developmentally appropriate communication skills needed for parenting; and	Child Development 1a	Unit 3: We Are Family	Lesson 4
(D) analyze the parental responsibilities of educating children through the continuum of developmental stages.	Child Development 1a	Unit 3: We Are Family	Lesson 2
<b>(3) The student examines the care, protection, and safety of children. The student is expected to:</b>			
(A) analyze the effects of childhood trauma at each developmental stage;	Child Development 1b	Unit 4: Helping Children Deal with Stress	Lessons 1-3

B) describe the counseling and therapeutic services available to children such as pharmacotherapy and cognitive-behavioral, family, trauma-focused, and play therapy;	Child Development 1b	Unit 4: Helping Children Deal with Stress	Lessons 2, 3
(C) demonstrate first aid and cardiopulmonary resuscitation skills;	Child Development 1b	Unit 3: Keeping Children Healthy and Safe	Lesson 2
(D) analyze community resources relevant to the care and protection of children, including childcare services, health care services, and auxiliary service organizations;	Child Development 1a	Unit 5: Toddling Into the Next Phase	Lesson 4
(E) examine suggested preventative health care recommendations for children such as American Academy of Pediatrics (AAP) and Centers for Disease Control and Prevention (CDC) guidelines and recommendations for immunizations, physical exams, and oral hygiene;	Child Development 1b	Unit 3: Keeping Children Healthy and Safe	Lesson 3
(F) assess the safety of children's cribs, toys, clothing, food, and travel safety equipment; and	Child Development 1a	Unit 4: Baby Days	Lesson 5
(G) identify current legislation and public policies affecting the care, protection, and safety of children	Child Development 1b	Unit 4: Helping Children Deal with Stress	Lesson 3
<b>(4) The student investigates components of optimal prenatal care and development. The student is expected to:</b>			
(A) identify signs and stages of pregnancy;	Child Development 1a	Unit 2: Let's Start at the Beginning	Lessons 2, 3
(B) analyze the effect of environmental and hereditary factors on conception and fetal development, including prenatal brain development;	Child Development 1a	Unit 4: Baby Days	Lessons 3, 4
(C) identify characteristics of, contributing factors to, and treatment of various fetal birth defects, including defects of unknown ideology;	Child Development 1a	Unit 4: Baby Days	Lesson 4
(D) analyze nutritional needs prior to and during pregnancy;	Child Development 1a	Unit 2: Let's Start at the Beginning	Lesson 2
(E) analyze appropriate medical care and good health practices prior to and during pregnancy;	Child Development 1a	Unit 2: Let's Start at the Beginning	Lessons 1, 2
(F) explain how technological advances in prenatal care can impact child development;	Child Development 1a	Unit 2: Let's Start at the Beginning	Lesson 3
(G) explore careers that provide service to those receiving prenatal care; and	Child Development 1b	Unit 1: Working with Children	Lesson 3
(H) analyze the process of labor and delivery methods.	Child Development 1a	Unit 2: Let's Start at the Beginning	Lesson 4
<b>(5) The student investigates strategies for optimizing the development of children ages birth through 12 months, including those with special needs. The student is expected to:</b>			
(A) analyze the physical, emotional, social, intellectual, and moral developmental needs of children ages birth through twelve months	Child Development 1a	Unit 4: Baby Days	Lessons 1-3

(B) investigate the impact of children ages birth through twelve months on the family such as the impact on roles, finances, responsibilities, and relationships in the family;	Child Development 1a	Unit 4: Baby Days	Lesson 2
(C) analyze the impact of technology such as personal usage or exposure and assistive technologies on the growth and development of children ages birth through 12 months;	Child Development 1b	Unit 3: Keeping Children Healthy and Safe	Lessons 1, 4
(D) explore careers that provide service to children ages birth through twelve months; and	Child Development 1b	Unit 1: Working with Children	Lesson 2
(E) identify appropriate nutrition and ways to meet nutritional needs, including breast feeding and formula feeding, and considerations related to food allergies for children ages birth through twelve months.	Child Development 1a	Unit 4: Baby Days	Lessons 1, 5
<b>(6) The student investigates strategies for optimizing the development of children ages 13 months through 35 months, including those with special needs. The student is expected to:</b>			
(A) analyze the physical, emotional, social, intellectual, and moral developmental needs of children ages 13 months through 35 months;	Child Development 1a	Unit 5: Toddling Into the Next Phase	Lessons 1-4
(B) create play activities such as pre-literacy, social emotional learning, mathematics, science, physical movement, outdoor play, art, and music activities that enhance the growth and development of children ages 13 months through 35 months;	Child Development 1a	Unit 5: Toddling Into the Next Phase	Lesson 3
(C) analyze the impact of technology such as personal usage and assistive technologies on the growth and development of children ages 13 months through 35 months;	Child Development 1a	Unit 5: Toddling Into the Next Phase	Lessons 2, 3
(D) analyze appropriate nutritional guidelines that promote wellness in children ages 13 months through 35 months;	Child Development 1a	Unit 5: Toddling Into the Next Phase	Lesson 1
(E) explore careers that provide service to children ages 13 months through 35 months; and	Child Development 1b	Unit 1: Working with Children	Lesson 2
(F) prepare or plan developmentally appropriate snacks or meals that meet appropriate nutritional guidelines for children ages 13 months through 35 months.	Child Development 1a	Unit 5: Toddling Into the Next Phase	Lesson 1
<b>(7) The student analyzes the growth and development of children ages 3 through 5 years, including those with special needs. The student is expected to:</b>			
(A) analyze the physical, emotional, social, intellectual, and moral development needs of the children ages 3 through 5 years;	Child Development 1a	Unit 6: The Preschool Years	Lessons 1-4
(B) describe the role of play in the development of children ages 3 through 5 years;	Child Development 1a	Unit 6: The Preschool Years	Lesson 3
(C) develop activities such as physical exercise or group play activities that meet developmental needs of children ages 3 through 5 years;	Child Development 1a	Unit 6: The Preschool Years	Lesson 4

(D) prepare or plan developmentally appropriate snacks or meals that meet appropriate nutritional guidelines for children ages 3 through 5 years;	Child Development 1a	Unit 6: The Preschool Years	Lesson 1
(E) identify minimum standards for licensing regulations of various preschools and childcare settings such as in-home, private, public, and religious organizations;	Child Development 1a	Unit 6: The Preschool Years	Lesson 4
(F) explore careers that provide service to children ages 3 through 5 years; and	Child Development 1b	Unit 1: Working with Children	Lesson 2
(G) analyze the impact of technology on the growth and development of children ages 3 through 5 years such as personal usage, assistive technologies, and digital citizenship.	Child Development 1a	Unit 6: The Preschool Years	Lessons 2, 3
<b>(8) The student analyzes the growth and development of children ages 6 through 11 years, including those with special needs. The student is expected to:</b>			
(A) analyze the physical, emotional, social, intellectual, and moral development needs of children ages 6 through 11 years;	Child Development 1a	Unit 7: Not Too Cool for School	Lessons 1-3
(B) compare the roles of various school environments such as public, private, and home settings in the growth and development of children ages 6 through 11 years;	Child Development 1a	Unit 7: Not Too Cool for School	Lesson 4
(C) evaluate the importance of and influences on individual and group identity such as selfconcept theories, learning styles, group dynamics, cultural influences, and societal norms in relation to the growth and development of children ages 6 through 11 years;	Child Development 1a	Unit 7: Not Too Cool for School	Lessons 2-4
(D) develop appropriate activities for meeting developmental needs of children ages 6 through 11 years such as physical exercise, language development, communication, listening skills, independence, conflict resolution, and self-discipline;	Child Development 1a	Unit 7: Not Too Cool for School	Lessons 2-4
(E) create balanced meal plans that are developmentally appropriate for children ages 6 through 11 years, including children with special dietary needs such as food allergies and type 1 diabetes;	Child Development 1a	Unit 7: Not Too Cool for School	Lesson 1
(F) explore careers that provide service to children ages 6 through 11 years;	Child Development 1b	Unit 1: Working with Children	Lesson 2
(G) discuss legislation and public policies affecting children ages 6 through 11 years; and	Child Development 1a	Unit 7: Not Too Cool for School	Lesson 4
(H) analyze the impact of technology on the growth and development of children ages 6 through 11 years such as personal usage, assistive technologies, and digital citizenship.	Child Development 1a	Unit 7: Not Too Cool for School	Lessons 2, 4
<b>(9) The student analyzes the growth and development of children ages 12 through 19 years, including those with special needs. The student is expected to:</b>			
(A) summarize the physical, emotional, social, intellectual, and moral needs of children ages 12 through 19 years;	Child Development 1a	Unit 8: The Essence of Adolescence	Lessons 1-3

(B) assess the role of the various school environments such as public, private, and home environments on the growth and development of children ages 12 through 19 years;	Child Development 1a	Unit 8: The Essence of Adolescence	Lesson 3
(C) evaluate the importance of and influences on individual and group identity such as selfconcept theories, group dynamics, cultural influences, and societal norms in relation to the growth and development of children ages 12 through 19 years;	Child Development 1a	Unit 8: The Essence of Adolescence	Lesson 2
(D) develop appropriate activities for meeting developmental needs of children ages 12 through 19 years such as physical, academic, professional, and social skills;	Child Development 1a	Unit 8: The Essence of Adolescence	Lessons 1-3
(E) create recipes for nutritious snacks or meals appropriate for preparation by children ages 12 through 19 years, including snacks or meals for individuals with special dietary needs such as food allergies or type I diabetes;	Child Development 1a	Unit 8: The Essence of Adolescence	Lesson 1
(F) explore careers that provide service to children ages 12 through 19 years;	Child Development 1b	Unit 1: Working with Children	Lesson 2
(G) discuss legislation, child labor laws, and public policies affecting children ages 12 through 19 years;	Child Development 1a	Unit 8: The Essence of Adolescence	Lesson 4
(H) analyze the impact of technology such as personal usage, assistive technologies, digital citizenship, digital footprints, and social media on the growth and development of children ages 12 through 19 years; and	Child Development 1a	Unit 8: The Essence of Adolescence	Lessons 1, 2
(I) propose short- and long-term career goals in child development.	Child Development 1b	Unit 1: Working with Children	Lesson 4