Texas CTE

Child Development (2021)

Implementation. A

1 **The provisions of this section shall be implemented by school districts beginning with the 2022-2023 school year.** A.1

2 **School districts shall implement the employability skills student expectations listed in §127.15(d) (1) of this chapter (relating to Career and Technical Education Employability Skills) as an integral part of this course.** A.2

General requirements. This course is recommended for students in Grades 10-12. Recommended prerequisite: Principles of Human Services or Principles of Education and Training. Students shall be awarded one credit for successful completion of this course. B

b **General requirements. This course is recommended for students in Grades 10-12. Recommended prerequisite: Principles of Human Services or Principles of Education and Training. Students shall be awarded one credit for successful completion of this course.** B

Introduction. C

1 **Career and technical education instruction provides content aligned with challenging academic standards, industry-relevant technical knowledge, and college and career readiness skills for students to further their education and succeed in current and emerging professions.** C.1

2 **The Education and Training Career Cluster focuses on planning, managing, and providing education and training services and related learning support services.** C.2

3 **Child Development is a course that addresses knowledge and skills related to child growth and development from prenatal through school-age children. Students use these skills to promote the well-being and healthy development of children and investigate careers related to the care and education of children.** C.3

4 **Students are encouraged to participate in extended learning experiences such as career and technical student organizations and other organizations that foster leadership and career development in the profession such as student chapters of elated professional associations.** C.4

Skip to main content

5 **Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.** C.5

Knowledge and skills. D

1 **The student analyzes roles and responsibilities of caregivers or guardians. The student is expected to:** D.1

- A compare parenting styles and the potential influence of each style on a child's development; D.1.A
- B investigate the legal rights and responsibilities of parents; D.1.B
- C analyze positive relationship characteristics and developmentally appropriate communication skills needed for parenting; and D.1.C
- D analyze the parental responsibilities of educating children through the continuum of developmental stages. D.1.D

2 **The student examines the care, protection, and safety of children. The student is expected to:** D.2

- A analyze the effects of childhood trauma at each developmental stage; D.2.A
- B describe the counseling and therapeutic services available to children such as pharmacotherapy and cognitive-behavioral, family, trauma-focused, and play therapy; D.2.B
- C demonstrate first aid and cardiopulmonary resuscitation skills; D.2.C
- D analyze community resources relevant to the care and protection of children, including childcare services, health care services, and auxiliary service organizations; D.2.D
- 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; D.2.E
- F assess the safety of children's cribs, toys, clothing, food, and travel safety equipment; and D.2.F
- G identify current legislation and public policies affecting the care, protection, and safety of children. D.2.G

3 **The student investigates components of optimal prenatal care and development. The student is expected to:** D.3

- A identify signs and stages of pregnancy; D.3.A
- B analyze the effect of environmental and hereditary factors on conception and fetal development, including prenatal brain development; D.3.B
- C identify characteristics of, contributing factors to, and treatment of various fetal birth defects, including defects of unknown ideology; D.3.C
- D analyze nutritional needs prior to and during pregnancy; D.3.D

Skip to main content

E analyze appropriate medical care and good health practices prior to and during pregnancy; D.3.E

F explain how technological advances in prenatal care can impact child development; D.3.F

G explore careers that provide service to those receiving prenatal care; and D.3.G

H analyze the process of labor and delivery methods. D.3.H

4 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: D.4

A analyze the physical, emotional, social, intellectual, and moral developmental needs of children ages birth through twelve months; D.4.A

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; D.4.B

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; D.4.C

D explore careers that provide service to children ages birth through twelve months; and D.4.D

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. D.4.E

5 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: D.5

A analyze the physical, emotional, social, intellectual, and moral developmental needs of children ages 13 months through 35 months; D.5.A

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; D.5.B

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; D.5.C

D analyze appropriate nutritional guidelines that promote wellness in children ages 13 months through 35 months; D.5.D

E explore careers that provide service to children ages 13 months through 35 months; and D.5.E

F prepare or plan developmentally appropriate snacks or meals that meet appropriate nutritional guidelines for children ages 13 months through 35 months. D.5.F

Skip to main content

6 The student analyzes the growth and development of children ages 3 through 5 years, including those with special needs. The student is expected to: D.6

- A analyze the physical, emotional, social, intellectual, and moral development needs of the children ages 3 through 5 years; D.6.A
- B describe the role of play in the development of children ages 3 through 5 years; D.6.B
- C develop activities such as physical exercise or group play activities that meet developmental needs of children ages 3 through 5 years; D.6.C
- D prepare or plan developmentally appropriate snacks or meals that meet appropriate nutritional guidelines for children ages 3 through 5 years; D.6.D
- E identify minimum standards for licensing regulations of various preschools and childcare settings such as in-home, private, public, and religious organizations; D.6.E
- F explore careers that provide service to children ages 3 through 5 years; and D.6.F
- 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. D.6.G

7 The student analyzes the growth and development of children ages 6 through 11 years, including those with special needs. The student is expected to: D.7

- A analyze the physical, emotional, social, intellectual, and moral development needs of children ages 6 through 11 years; D.7.A
- 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; D.7.B
- C evaluate the importance of and influences on individual and group identity such as self-concept theories, learning styles, group dynamics, cultural influences, and societal norms in relation to the growth and development of children ages 6 through 11 years; D.7.C
- 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; D.7.D
- 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 I diabetes; D.7.E
- F explore careers that provide service to children ages 6 through 11 years; D.7.F
- G discuss legislation and public policies affecting children ages 6 through 11 years; and D.7.G
- Ч 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. D.7.H

Skip to main content

8 **The student analyzes the growth and development of children ages 12 through 19 years, including those with special needs. The student is expected to:** D.8

A summarize the physical, emotional, social, intellectual, and moral needs of children ages 12 through 19 years; D.8.A

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; D.8.B

C evaluate the importance of and influences on individual and group identity such as self-concept theories, group dynamics, cultural influences, and societal norms in relation to the growth and development of children ages 12 through 19 years; D.8.C

D develop appropriate activities for meeting developmental needs of children ages 12 through 19 years such as physical, academic, professional, and social skills; D.8.D

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; D.8.E

F explore careers that provide service to children ages 12 through 19 years; D.8.F

G discuss legislation, child labor laws, and public policies affecting children ages 12 through 19 years; D.8.G

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 D.8.H

I propose short- and long-term career goals in child development. D.8.I