

## Chapter 130. Texas Essential Knowledge and Skills for Career and Technical Education

### Subchapter J. Human Services

#### §130.247. Child Development (One-Half to One Credit).

- (a) General requirements. This course is recommended for students in Grades 10-12. Recommended prerequisite: Principles of Human Services.
- (b) Introduction.
- (1) This technical laboratory course addresses knowledge and skills related to child growth and development from prenatal through school-age children, equipping students with child development skills. 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.
  - (2) Students are encouraged to participate in extended learning experiences such as career and technical student organizations and other leadership or extracurricular organizations.
- (c) Knowledge and skills.
- (1) The student analyzes roles and responsibilities of parenting. The student is expected to:
    - (A) investigate parenting skills and responsibilities, including child support and other legal rights and responsibilities that come with parenthood;
    - (B) analyze relationship skills, including money management, communication skills, and marriage preparation;
    - (C) examine skills relating to the prevention of family violence;
    - (D) demonstrate first aid and cardiopulmonary resuscitation skills;
    - (E) assess the safety of purchases for children such as cribs, toys, clothing, and food; and
    - (F) explain factors that contribute to literacy.
  - (2) The student investigates components of optimal prenatal care and development. The student is expected to:
    - (A) identify signs and stages of pregnancy;
    - (B) analyze environmental and hereditary factors affecting fetal development such as Mendel's Laws of Inheritance, genetics, and substances and how they affect the developing child and prenatal brain development;
    - (C) describe nutritional needs prior to and during pregnancy such as impact of proteins, lipids, and carbohydrates on fetal brain development;
    - (D) analyze reasons for medical care and good health practices prior to and during pregnancy;

- (E) critique technological advances on prenatal care and development such as sound waves used for sonograms, amniocentesis, and alpha-fetoprotein test; and
- (F) analyze the process of labor and delivery.

(3) The student investigates strategies for optimizing the development of infants of diverse backgrounds, including those with special needs. The student is expected to:

- (A) explain the physical, emotional, social, and intellectual needs of the infant;
- (B) generate ideas and gather information relevant to care and protection of infants such as child care options, abuse, guidance, services and agencies, immunizations, and appropriate health care;
- (C) draw conclusions regarding the impact of the infant on the family in areas such as roles, finances, responsibilities, and relationships;
- (D) identify typical growth and development of infants such as brain development and mental health;
- (E) select and use appropriate standard international units to identify nutritional needs for infants such as caloric requirements, protein, lipids, carbohydrates, and portion control;
- (F) research the advantages of breast feeding; and
- (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.

(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;
- (B) create play activities for a toddler's growth and development such as mathematics, science, physical movement, outdoor play, art, and music;
- (C) identify patterns of typical growth and development of toddlers;
- (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
- (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.

(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;

- (B) describe the role of play in a preschool child's growth and development;
- (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;
- (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;
- (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
- (F) identify appropriate licensing regulations for preschools.

(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;
- (B) analyze the role of the school environment on the growth and development of the school-age child;
- (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;
- (D) investigate care and protection of school-age children such as child care, abuse, guidance, services and agencies, immunizations, and appropriate health care;
- (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;
- (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;
- (G) explore careers involving school-age children;
- (H) discuss legislation and public policies affecting children; and
- (I) propose short-term and long-term career goals in child development.