



Scope and Sequence

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Cluster:	Human Services
Course Name:	§130.248 Child Guidance (One to Two Credits)
Course Description:	<p>(1) This technical laboratory course addresses the knowledge and skills related to child growth and guidance equipping students to develop positive relationships with children and effective caregiver skills. Students use these skills to promote the well-being and healthy development of children, strengthen a culturally diverse society, and pursue careers related to the care, guidance, and education of children, including those with special needs.</p> <p>(2) Students are encouraged to participate in extended learning experiences such as career and technical student organizations and other leadership or extracurricular organizations.</p>
Course Requirements:	This course is recommended for students in grades 10-12. Recommended prerequisites: Principles of Human Services and Child Development.
Recommended Equipment:	Students must have access to computers and the Internet; transportation services; and opportunities to observe/interact with children.

Units of Study	Knowledge and Skills	Student Expectations	Resources (key on last page)
I. Professionalism			
<p>A. Relationship skills</p> <p>B. Prevention of family violence</p> <p>C. Legal aspects of caring for children</p> <p>D. Parenting skills and responsibilities</p> <p>E. Factors that impact family roles</p> <p>F. Effective caregiving</p> <p> 1. Promoting physical, intellectual, emotional, and social development of children</p> <p> 2. Ethical and positive role modeling</p> <p> 3. Effective communication between parents and children</p> <p> 4. Resources for effective management of multiple roles that affect child care</p>	<p>(1) The student analyzes roles and responsibilities of caregivers.</p>	<p>(I) analyze relationship skills, including money management, communication skills, and marriage preparation</p> <p>(J) examine skills relating to the prevention of family violence</p> <p>(E) investigate the legal responsibilities and laws involved in caring for children</p> <p>(H) investigate parenting skills and responsibilities, including child support and other legal rights and responsibilities that come with parenthood</p> <p>(F) analyze the impact of changing societal patterns and demographics on the role of parents, children, and other family members</p> <p>(A) determine the roles and responsibilities of caregivers related to the physical, intellectual, emotional, and social development of children</p> <p>(B) apply ethical codes of conduct to positive role modeling behaviors</p> <p>(C) identify strategies for optimizing the physical, intellectual, emotional, and social development of children, including those with special needs</p>	<ul style="list-style-type: none"> • CCGMSCC • CCGMSCG • CDCC • CDTIG • CEY • DC • PPTIG • PRR • PTC • SPSAP • WYC • Character Counts www.charactercounts.org • Centers for Disease Control and Prevention www.cdc.gov • Dibble Institute www.dibblefund.org • Kids Health www.kidshealth.org • National Association for the Education of Young Children www.naeyc.org • National Network for Child Care www.nncc.org • Parenting and Paternity Awareness www.oag.state.tx.us/cs/of/papa • Texas Workforce Commission www.twc.state.tx.us • Zero to Three www.zerotothree.org

Units of Study	Knowledge and Skills	Student Expectations	Resources (key on last page)
		<p>(D) write with proper voice, tense, and syntax, assuring it conforms to standard English, in creating examples of coherent written communication between parents and children</p> <p>(G) access resources available for effective management of multiple adult roles that affect child care</p>	
II. Child Care Management			
<p>A. Child care options</p> <p>B. Financial considerations of child care</p> <p>C. Criteria for selecting quality child care</p> <p>D. Minimum standards for child care licensing and regulations</p>	<p>(2) The student analyzes child care options.</p>	<p>(A) compare child care options for children of various ages</p> <p>(B) compare and contrast the financial considerations of child care options</p> <p>(C) examine criteria for selecting quality child care</p> <p>(D) review minimum standards for licensing and regulations for center-based and home-based programs</p>	<ul style="list-style-type: none"> • CACP • CCGMSCC • CCGMSCG • CDCC • CDTIG • CEY • DC • PPTIG • PRR • PTC • SPSAP • WYC • National Network for Child Care www.nncc.org • Texas Department of Family and Protective Services www.dfps.state.tx.us • Texas Workforce Commission www.twc.state.tx.us

Units of Study	Knowledge and Skills	Student Expectations	Resources (key on last page)
III. Safety, Nutrition, Health, and Wellness			
<p>A. Signs of health and symptoms of illness in children</p> <p>B. Promoting health and wellness in children</p> <p>C. Nutritious snacks and meals</p> <p>D. Resources for managing health care of children</p> <p>E. Creating safe environments for children</p> <p>F. Children and family crisis</p> <p>G. Role of society in protection of children and families</p>	<p>(3) The student analyzes responsibilities that promote health and wellness of children.</p>	<p>(A) identify signs of good health and symptoms of illness in children</p> <p>(B) describe child guidance practices that contribute to the health and wellness of children such as requirements for rest, exercise, obesity prevention, public and personal safety, and sanitation</p> <p>(D) prepare nutritious snacks or meals for children following the food guidelines in promoting children's health such as portion control, caloric requirements, and nutrient needs</p> <p>(E) determine resources available for managing the health care of children such as children's insurance, Children's Health Insurance Program, and county health clinics</p> <p>(C) apply safe procedures in creating environments for children</p> <p>(F) recognize symptoms of children in family crisis situations</p> <p>(G) discuss society's role in the protection of children and families</p>	<ul style="list-style-type: none"> • CCGMSCC • CCGMSCG • CDCC • CDTIG • CEY • DC • PPTIG • PRR • PTC • SPSAP • WYC • American Academy of Pediatrics www.aap.org • Centers for Disease Control and Prevention www.cdc.gov • Kids Health www.kidshealth.org • My Pyramid www.mypyramid.gov • Nutrition www.nutrition.gov • Texas AgriLIFE Extension – Family and Consumer Sciences www.fcs.tamu.edu • Zero to Three www.zerotothree.org

Units of Study	Knowledge and Skills	Student Expectations	Resources (key on last page)
IV. Child Growth and Development			
<p>A. Promoting child development through play</p> <ol style="list-style-type: none"> 1. Creating effective examples of play that promotes development 2. Developmentally appropriate and safe activities, toys, and equipment 3. Caregiver strategies for constructive and creative play <p>B. Technology, media, and resources</p> <ol style="list-style-type: none"> 1. Uses and management 2. Safeguards 	(4) The student analyzes the effect of play in the development of children.	<p>(A) create examples of play that promote the physical, intellectual, emotional, and social development of children</p> <p>(B) describe characteristics and safety features of developmentally appropriate play activities, toys, and equipment for children</p> <p>(C) describe strategies caregivers may use to encourage constructive and creative play</p> <p>(D) determine potential uses and management of technology, media, and resources to foster healthy child development</p> <p>(E) determine safeguards to prevent misuse and abuse of technology and media with children</p>	<ul style="list-style-type: none"> • CCGMSCC • CCGMSCG • CDCC • CDTIG • CEY • DC • PPTIG • PRR • PTC • SPSAP • WYC • Centers for Disease Control and Prevention www.cdc.gov • Kids Health www.kidshealth.org • National Association for the Education of Young Children www.naeyc.org • National Network for Child Care www.nncc.org • Zero to Three www.zerotothree.org

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V. Guidance			
<p>A. Types of guidance</p> <p>B. Appropriate guidance techniques</p> <p>C. Child abuse</p> <p> 1. Behaviors that may lead to child abuse</p> <p> 2. Strategies that deter abusive behavior</p>	<p>(5) The student summarizes appropriate guidance techniques for children of various ages and developmental levels.</p>	<p>(A) identify the various types of guidance and the effects on children</p> <p>(B) determine appropriate guidance techniques</p> <p>(C) explain behaviors that may lead to child abuse</p> <p>(D) identify strategies that deter abusive behavior</p>	<ul style="list-style-type: none"> • CACP • CCGMSCC • CCGMSCG • CDCC • CDTIG • CEY • DC • PPTIG • PRR • PTC • WYC • Centers for Disease Control and Prevention www.cdc.gov • National Network for Child Care www.nncc.org • Prevent Child Abuse America www.preventchildabuse.org/index.shtml • Texas Department of Family and Protective Services www.dfps.state.tx.us • Zero to Three www.zerotothree.org

Units of Study	Knowledge and Skills	Student Expectations	Resources (key on last page)
VI. Careers and Success at Work			
<p>A. Impact of career decisions on caregiving</p> <p>B. Short-term and long-term career goals</p> <p>C. Personal career assessment</p> <p>D. Employability skills</p> <ol style="list-style-type: none"> 1. Effective communication skills 2. Problem solving 3. Leadership 4. Effective team members 5. Ethics 6. Technical skills <p>E. Careers in early childhood development and services</p> <ol style="list-style-type: none"> 1. Employment and entrepreneurial opportunities 2. Educational requirements 	<p>(6) The student makes informed career decisions that reflect personal, family, and career goals.</p>	<p>(A) analyze the impact of career decisions on care giving</p> <p>(B) propose short-term and long-term career goals</p> <p>(C) assess personal interests, aptitudes, and abilities needed in the child-care profession</p> <p>(D) exhibit employability skills such as communication, problem solving, leadership, teamwork, ethics, and technical skills</p> <p>(E) demonstrate effective verbal, nonverbal, written, and electronic communication skills</p> <p>(F) demonstrate skills and characteristics of leaders and effective team members</p> <p>(G) evaluate employment and entrepreneurial opportunities and educational requirements for early childhood development and services</p>	<ul style="list-style-type: none"> • CCGMSCG • CDCC • CDTIG • CEY • DC • PPTIG • PRR • PTC • SPSAP • WYC • Americas Career InfoNet www.acinet.org.acinet • Achieve Texas www.achievetexas.org • Labor Market and Career Information www.lmci.state.tx.us/index.asp • National Research Center for Career and Technical Education www.nccte.org • Texas Workforce Commission www.twc.state.tx.us • U.S. Department of Labor www.dol.gov • U.S. Bureau of Labor Statistics – Occupational Outlook Handbook www.bls.gov/oco

Units of Study	Knowledge and Skills	Student Expectations	Resources (key on last page)
Resources: Books			
CACP	Child and Adult Care Professionals, Glencoe/McGraw-Hill Division, 2004		ISBN: 0078290139
CCGMSCC	Child Care and Guidance, Management, and Services, Curriculum Caddy, CEV Multimedia, Ltd., 2004		ISBN: 156918674X
CCGMSCG	Child Care and Guidance, Management, and Services Curriculum Guide, Reference Book, Student Activity Book, Tests, Curriculum Center for FCS, 2001		www.depts.ttu.edu/hs/ccfcs
CDCC	Child Development Curriculum Caddy, CEV Multimedia, Ltd., 2004		ISBN: 1569186731
CDTIG	Child Development Teacher's Instructional Guide, Curriculum Center for FCS, 2008		www.depts.ttu.edu/hs/ccfcs
CEY	Children: The Early Years, Goodheart-Willcox Company, 2006		ISBN: 9781590705858
DC	The Developing Child, Glencoe/McGraw-Hill Division, 2004		ISBN: 0078462568
PPTIG	Preparation for Parenting Teacher's Instructional Guide, Curriculum Center for FCS, 2001		www.depts.ttu.edu/hs/ccfcs
PRR	Parenting: Rewards and Responsibilities, Glencoe/McGraw-Hill Division, 2003		ISBN: 0078298334
PTC	Parents and Their Children, Goodheart-Willcox, 2004		ISBN: 159070116X
SPSAP	Successful Parenting for School-Age Parents, Curriculum Center for FCS, 2004		www.depts.ttu.edu/hs/ccfcs
WYC	Working with Young Children, Goodheart-Willcox, 2004		ISBN: 1590701283
Resources: Websites			
American Academy of Pediatrics	www.aap.org		
America's Career Infonet	www.acinet.org/acinet		
Achieve Texas	www.achievetexas.org		
Character Counts!	www.charactercounts.org		
Prevention	www.cdc.gov		
Dibble Institute	www.dibblefund.org		
Kids Health	www.kidshealth.org		
Labor Market and Career Information	www.lmci.state.tx.us/index.asp		

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My pyramid	www.mypyramid.gov		
Nutrition	www.nutrition.gov		
National Association for the Education of Young Children	www.naeyc.org		
National Network for Child Care	www.nncc.org		
National Research Center for Career and Technical Education	www.nccte.org		
Parenting and Paternity Awareness	www.oag.state.tx.us/cs/ofp/papa		
Prevent Child Abuse America	www.preventchildabuse.org/index.shtml		
Texas AgriLIFE Extension – Family and Consumer Sciences	www.fcs.tamu.edu		
Texas Department of Family and Protective Services	www.dfps.state.tx.us		
Texas Workforce Commission	www.twc.state.tx.us		
U.S. Bureau of Labor Statistics – Occupational Outlook Handbook	www.bls.gov/oco		
U.S. Department of Labor	www.dol.gov		
Zero to Three	www.zerotothree.org		