INTRODUCTORY LESSON

Child Development
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CAREER AND TECHNICAL EDUCATION (CTE)
Definition #1:
Career and Technical Education (CTE) instruction aims at developing foundational skills, core workplace competencies, and specific skill competencies in various occupational areas.

Definition #2:
Career and Technical Education (CTE) prepares young people to manage the dual roles of family member and wage earner and enable students to gain entry-level employment in a high-skill, high-wage job and/or to continue their education.
Internships, practicum courses, career preparation courses, dual enrollment programs, and apprenticeships are a few venues that deliver career and technical education by providing meaningful opportunities for learners to apply their academic and technical skills.
Historical Side Notes:

In the past, Career and Technical Education (CTE) was organized by program areas, but is now organized by career clusters.

Example:

Family and Consumer Sciences (program area) courses are now located in five career clusters:

- Architecture and Construction (Interior Design courses)
- Arts, AV Technology and Communication (Fashion Design courses)
- Education and Training
- Hospitality and Tourism
- Human Services
You are currently enrolled in the course Child Development
Child Development is a CTE course
You are a CTE student
I am a CTE instructor
16 CAREER CLUSTERS

Career Clusters

Agriculture, Food & Natural Resources
- Processing, production, distribution, and development of agricultural commodities and natural resources

Architecture & Construction
- Designing, managing, building, and maintaining the built environment

AV Technology & Communications
- Creating, exhibiting, performing, and publishing multimedia content

Business Management & Administration
- Organizing, directing, and evaluating functions essential to productive business operations

Finance
- Financial and investment planning, banking, insurance, and business financial management

Government & Public Administration
- Executing governmental functions at the local, state, and federal levels

Health Science
- Providing diagnostic and therapeutic services, health informatics, support services, and biotechnology research

Human Services
- Providing for families and serving human needs

Information Technology
- Designing, supporting, and managing hardware, software, multimedia, and systems integration

Management
- Performing marketing activities to reach organizational objectives

Marketing
- Performing scientific research and professional and technical services

Manufacturing
- Processing materials into intermediate or final products

Transportation, Distribution & Logistics
- Managing movement of people, materials, and goods by road, pipeline, air, rail, and water

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16 Career Clusters

- Agriculture, Food, and Natural Resources
- Architecture and Construction
- Arts, A/V Technology & Communications
- Business Management & Administration
- Career and Technical Education
- Chemical Technology
- Government & Public Administration
- Human Services
- Manufacturing
- Marketing
- Marketing
- Transportation, Distribution & Logistics
- Health Science
- Information Technology
- Public Safety, Corrections, & Security
- Science, Technology, Engineering & Mathematics
- Performing marketing activities to reach organizational objectives
- Providing diagnostic and therapeutic services, health informatics, support services, and biotechnology research
- Providing legal, public safety, protective, and homeland security services
- Providing education and training services, and related learning support services
- Providing financial and investment planning, banking, insurance, and business financial management
- Executing governmental functions at the local, state, and federal levels
- Processing materials into intermediate or final products
- Managing movement of people, materials, and goods by road, pipeline, air, rail, and water

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Providing for families and serving human needs

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Texas Education Agency recommended sequence of courses

Human Services

- Principles of Human Services
  - Lifetime Nutrition & Wellness (may be added to any sequence)
  - Dollars and Sense
  - Interpersonal Studies
  - Child Development
    - Counseling & Mental Health
    - Child Guidance
    - Practicum in Human Services
  - Family & Community Services
    - Introduction to Cosmetology
      - Cosmetology I
      - Cosmetology II

August 2009
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SEQUENCE OF COURSES AVAILABLE IN OUR DISTRICT/CAMPUS
HUMAN SERVICES
PROGRAMS OF STUDY

• Consumer Services
• Counseling and Mental Health Services
• Early Childhood Development & Services
• Family and Community Services
• Personal Care Services
HUMAN SERVICES
PROGRAMS OF STUDY

• Consumer Services
• Counseling & Mental Health Services
• Early Childhood Development & Services
• Family & Community Services
• Personal Care Services
Providing for families and serving human needs

Career and Technical Education (CTE)

Career Cluster

Course Title

Program of Study

Career Description

Child Development

Counseling and Mental Health
Early Childhood Development and Services
Family and Community Services

Providing for families and serving human needs

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Preparing individuals for employment in career pathways that relate to families and human needs.
HUMAN SERVICES
EARLY CHILDHOOD DEVELOPMENT AND SERVICES

Achieve Texas In Action
POSSIBLE PROGRAM OF STUDY
Child Care Administrator
# Early Childhood Development & Services

**Cluster Overview:** Preparing individuals for employment in career pathways that focus on families and human needs.

**Career Goal (O*NET Code):** Preschool Teacher (25-2011), Special Education Teacher, Preschool (25-2043), Child Care Worker (39-9031), Preschool & Child Care Program Administrator (11-9033), Teacher Assistant (25-9041).

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### Suggested Coursework

#### Middle School

<table>
<thead>
<tr>
<th>Grades</th>
<th>Course Type</th>
<th>Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>6th</td>
<td>HS Courses:</td>
<td>Local districts may list high school credit courses here</td>
</tr>
<tr>
<td>7th</td>
<td>Core Courses:</td>
<td>English I, Algebra I, Biology, World Geography, Languages other than English I, Physical Education</td>
</tr>
</tbody>
</table>

#### Core-Related Electives:

- Principles of Human Services

#### High School

<table>
<thead>
<tr>
<th>Grades</th>
<th>Course Type</th>
<th>Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>8th</td>
<td>Core Courses:</td>
<td>English II, Geometry, Chemistry, World Geography, Languages other than English II</td>
</tr>
</tbody>
</table>

#### Career-Related Electives:

- Child Development or Interpersonal Studies or Lifetime Nutrition and Wellness

### Extended Learning Experiences

#### Corericular Experiences:

- Family, Career and Community Leaders of America
- Texas Association of Future Educators

#### Extracurricular Experiences:

- Language Immersion Programs
- Peer Mediation
- Red Cross Courses
- School Newspaper
- Student Government
- UIL Academic Competitions
- Yearbook

#### Service Learning Experiences:

- Before/After-School Assistant
- Community Service Volunteer
- FACTS
- Families First
- Reading, Write, Read!
- Summer-Camp Counselor

### COLLEGE CREDIT OPPORTUNITIES - High School

<table>
<thead>
<tr>
<th>Grades</th>
<th>Course Type</th>
<th>Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>11th</td>
<td>Core Courses:</td>
<td>English III, Algebra II, Physics, United States History, Professional Communications</td>
</tr>
</tbody>
</table>

#### Career-Related Electives:

- Child Guidance or Languages other than English III

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<tr>
<th>Grades</th>
<th>Course Type</th>
<th>Courses</th>
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<tbody>
<tr>
<td>12th</td>
<td>Core Courses:</td>
<td>English IV, AP Statistics, AP Environmental Science, Government/Economics, Fine Arts</td>
</tr>
</tbody>
</table>

#### Career-Related Electives:

- Practicum in Human Services or Problems and Solutions or Languages other than English IV

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SAMPLE BACHELOR DEGREES

- Child Development
- Early Childhood Education
- Family & Consumer Sciences
- Human Development & Human Sciences
GRADUATE DEGREES

- Administration
- Child Development
- Educational Administration
- Elementary Education
SAMPLE CAREER OPTIONS

• Child Care Administrator
• Child Care Director/Owner
• Child Care Supervisor
• Education Administrator
(3) The student identifies the importance of a well-written business plan. The student is expected to:

(A) categorize a business plan and the need for a well-orchestrated business plan;
(B) research business plan outlines, resources, and templates using web search engines;
(C) explain a marketing plan, including price competition, non-price competition, market analysis, competition, marketing research, market segmentation, demographics, and sales forecasting;
(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) draw conclusions regarding the impact of the infant on the family in areas such as roles, finances, responsibilities, and relationships;

(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.
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.
End of Course Project Options-Child Development
Overview of Child Development
Career and Technical Education (CTE)

Counseling and Mental Health
Early Childhood Development and Services
Family and Community Services

Providing for families and serving human needs

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REFERENCES AND RESOURCES

AchieveTexas
Education initiative designed to prepare students for a lifetime of success.
http://www.achievetexas.org

Learning that Works for America ™
Sponsored by The National Association of State Directors of Career Technical Education Consortium (NASDCTEc). Aims to support an innovative CTE system that prepares individuals to succeed in education and their careers.
http://www.careerterech.org/career-clusters/glance/at-a-glance.html

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Texas Essential Knowledge and Skills. The mission of the Texas Education Agency is to provide leadership, guidance and resources to help schools meet the educational needs of all students.
http://ritter.tea.state.tx.us/rules/tac/chapter130/index.html