

## Child Development– Grade Levels 10-12 TEKS Manager

**Credit: (1/2)**

Place a check (✓) in each column to show TEKS taught.

	TEKS	1 <sup>st</sup> 6 wks	2 <sup>nd</sup> 6 wks	3 <sup>rd</sup> 6 wks
(b) Introduction. Knowledge and skills related to child growth and development equip individuals to develop positive relationships with children and effective parenting and caregiver skills. Individuals use these skills to <b>promote</b> the well-being and healthy development of children, strengthen families in a culturally diverse society, and pursue careers related to the care and education of children.				
(c) Knowledge and skills.				
(1) Prenatal care and development. The student <b>explains</b> components of prenatal care and development. The student is expected to:	(A) <b>describe</b> nutritional needs prior to and during pregnancy;			
	(B) <b>analyze</b> reasons for medical care and good health practices prior to and during pregnancy;			
	(C) <b>identify</b> signs of pregnancy; and			
	(D) <b>outline</b> stages of prenatal development.			
(2) Prenatal care and development. The student <b>determines</b> hereditary and environmental factors affecting prenatal development. The student is expected to:	(A) <b>discuss</b> the role of genetics in prenatal development;			
	(B) <b>determine</b> environmental factors affecting development of the fetus; and			
	(C) <b>discuss</b> the impact of technological advances on prenatal care and development.			
(3) Prenatal care and development. The student <b>explains</b> the process of delivery. The student is expected to:	(A) <b>describe</b> the stages of labor;			
	(B) <b>summarize</b> methods of delivery; and			
	(C) <b>describe</b> possible complications of delivery.			
(4) Infancy. The student <b>analyzes</b> the growth, development, and care of the newborn. The student is expected to:	(A) <b>analyze</b> the physical, emotional, social, and intellectual development of the newborn;			
	(B) <b>explain</b> the relationship of nurturing to the growth and development of the newborn;			
	(C) <b>describe</b> the influence of the family on the growth and development of the newborn;			
	(D) <b>summarize</b> strategies for optimizing the development of newborns, including those with special needs; and			
	(E) <b>describe</b> positive caregiving techniques.			

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(5) Infancy. The student <b>analyzes</b> the growth, development, and care of the infant. The student is expected to:	(A) <b>analyze</b> the physical, emotional, social, and intellectual development of the infant;			
	(B) <b>analyze</b> various theories of psychosocial and intellectual development;			
	(C) <b>determine</b> the influences of the family and society on the infant;			
	(D) <b>summarize</b> strategies for optimizing the development of infants, including those with special needs;			
	(E) <b>determine</b> techniques that promote the health and safety of an infant; and			
	(F) <b>determine</b> developmentally appropriate guidance techniques during the first year of life.			
(6) Infancy. The student <b>describes</b> family adjustments occurring in response to the addition of a child to the family. The student is expected to:	(A) <b>analyze</b> emotional changes occurring after the addition of a child to the family;			
	(B) <b>discuss</b> shared parenting responsibilities;			
	(C) <b>describe</b> strategies for managing the multiple roles of family members;			
	(D) <b>discuss</b> considerations for parents in maintaining their relationship after the addition of children to the family; and			
	(E) <b>describe</b> family financial adjustments resulting from the addition of a child to the family.			
(7) Toddler, preschool, and school-age child. The student <b>analyzes</b> the growth and development of the toddler. The student is expected to:	(A) <b>analyze</b> the physical, emotional, social, and intellectual development of the toddler;			
	(B) <b>determine</b> the role of play in a toddler's growth and development;			
	(C) <b>summarize</b> strategies for optimizing the development of toddlers, including those with special needs; and			
	(D) <b>determine</b> developmentally appropriate guidance techniques for use with toddlers.			
(8) Toddler, preschool, and school-age child. The student <b>analyzes</b> the growth and development of the preschool child. The student is expected to:	(A) <b>analyze</b> the physical, emotional, social, and intellectual development of the preschool child;			
	(B) <b>describe</b> the role of play in a preschool child's growth and development;			
	(C) <b>summarize</b> strategies for optimizing the development of preschool children, including those with special needs; and			
	(D) <b>determine</b> developmentally appropriate guidance techniques for a preschool child.			
(9) Toddler, preschool, and school-age child. The student <b>analyzes</b> the growth and development of the school-age child. The student is expected to:	(A) <b>analyze</b> the physical, emotional, social, and intellectual development of the school			
	(B) <b>analyze</b> the role of the school environment on the growth and			

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	development of the school			
	(C) <b>summarize</b> strategies for optimizing the growth and development of school			
	(D) <b>determine</b> developmentally appropriate guidance techniques for the school			
(10) Care and protection of children. The student <b>evaluates</b> child care agencies and services available to families. The student is expected to:	(A) <b>identify</b> criteria for assessing the quality of child care;			
	(B) <b>compare</b> child care options;			
	(C) <b>point out</b> characteristics of quality child care that reflect the philosophy of the caregiver serving as teacher;			
	(D) <b>determine</b> the influences of child care on family economics;			
	(E) <b>determine</b> agencies and services that protect the rights of children;			
	(F) <b>summarize</b> various resources focusing on children;			
	(G) <b>predict</b> the impact of changing demographics and cultural diversity on the health and welfare of children; and			
	(H) <b>discuss</b> legislation and public policies affecting children.			
(11) Care and protection of children. The student <b>describes</b> the impact of child abuse on children and families. The student is expected to:	(A) <b>analyze</b> forms, causes, and effects of child abuse;			
	(B) <b>summarize</b> prevention and treatment of child abuse; and			
	(C) <b>discuss</b> responsibilities of citizens to report child abuse.			
(12) Care and protection of children. The student <b>analyzes</b> practices that promote the health and wellness of children. The student is expected to:	(A) <b>describe</b> factors essential to the health and safety of children;			
	(B) <b>explain</b> the impact of appropriate health care on the well-being of children;			
	(C) <b>suggest</b> techniques for promoting healthy dietary practices in children of various ages; and			
	(D) <b>describe</b> practices that promote the safety of children at various developmental levels.			
(13) Career preparation. The student <b>exhibits</b> employability skills. The student is expected to:	(A) <b>demonstrate</b> skills, characteristics, and responsibilities of leaders and effective team members;			
	(B) <b>demonstrate</b> effective methods to secure, maintain, and terminate employment;			
	(C) <b>practice</b> human-relations skills;			
	(D) <b>explain</b> obligations of employees and employers in terminating employment; and			
	(E) <b>demonstrate</b> effective verbal, nonverbal, written, and electronic communication skills.			
(14) Career preparation. The student <b>makes informed career decisions</b> that reflect personal, family, and career goals.	(A) <b>assess</b> personal interests, aptitudes, and abilities;			
	(B) <b>evaluate</b> employment and entrepreneurial opportunities and			

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The student is expected to:	education requirements in the field of child development and early childhood education;			
	(C) <b>propose</b> short-term and long-term career goals; and			
	(D) <b>describe</b> management practices facilitating individuals assuming multiple family, community, and wage-earner roles.			
(15) Career preparation. The student <b>completes</b> a supervised career-connections experience applying knowledge and skills developed in the study of child development. The student is expected to:	(A) <b>determine</b> home and business applications of knowledge and skills developed in the study of child development; and			
	(B) <b>utilize</b> a career-connections experience to demonstrate occupational applications of competencies in the study of child development.			