Child Development
Year at a Glance (YAG)

First Semester		Second Semester	
1st Nine Weeks – 42 days (August 16th – October 13th) *(September 6th – Labor day – No School)* *(October 11th – Staff Development)*		**3rd Nine Weeks – 44 days** (January 3rd – March 4th) *(January 17th – MLK – No School)* *(March 7th – 11th – Spring Break)*	
TEKS		**TEKS**	
2 (A) (B) (C) (D)	**(Roles & Responsibilities of Parenting)** Students will research various parenting styles (e.g., authoritarian, authoritative, permissive, neglectful) and their effect on children's behavior and personalities. Students will understand the responsibilities of parents including serving a child's emotional and physical needs and protect the child from abuse from the other parent or another household member; additionally, parents must meet their children's basic needs for food, clothing, housing, medical care, and education. Students will investigate the legal rights of parents including legal and physical custody.	6 (A) (B) (C) (D)	**(Toddler Development)** Students will demonstrate the ability to identify children's needs, interests, and abilities. Students will explore the growth, development, and care of the toddler. Students will analyze the physical, emotional, social, and cognitive development of the toddler. Students will determine strategies that promote the health and safety of toddler, including those with special needs. Students will recognize, identify, and explore the benefits of child-directed play.
4 (A) (B) (C) (D) (E)	**(Prenatal Care)** Students will identify the signs and stages of pregnancy throughout each trimester. Students will discuss the importance of prenatal care and proper nutrition for mother and child. Students will examine the harmful effects of drugs, alcohol and tobacco on the unborn child.	7 (A) (B) (C) (D)	**(Development of Preschool Children)** Students will demonstrate the ability to identify children's needs, interests, and abilities. Students will explore the growth, development, and care of the preschool child. Students will analyze the physical, emotional, social, and cognitive development of the preschool child. Students will determine strategies that promote the health and safety of the preschool child, including those with special needs. Students will recognize, identify, and explore the benefits of child-directed play. Students will identify the appropriate licensing regulations and minimum standards of operation for preschools in Texas.

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2nd Nine Weeks – 42 days (October 14th – December 17th) *(November 22nd – 26th – Thanksgiving Break)* *(December 20th – December 31st – Holiday Break)*		**4th Nine Weeks – 51 days** (March 14th – May 25th) (*April 8th – Battle of Flowers – No School)* *(April 15th – Good Friday – No School)*	
TEKS		**TEKS**	
4 (F)	**(Prenatal Development)** Students will discuss genetics and common genetic disorders. Students will analyze the process of labor and delivery including early labor, active labor, transition, pushing, and delivering the placenta.	8 (A) (B) (C) (D) (E) (F) (G) (H)	**(Developing School Aged Children)** Students will demonstrate the ability to identify children's needs, interests, and abilities. Students will explore the growth and development of the school age child, 6-12 years of age. Students will analyze the physical, emotional, social, and cognitive development of the school age child. Students will discuss strategies that promote the health and safety of the school age child, including those with special needs. Students will explore the Early Childhood Environmental Rating Scale (ECERS) elements, emphasizing the areas of play, transitions, health and safety, routines, and schedules. Students will evaluate an early childhood program using licensing and/or accreditation checklists. Students will describe career opportunities in early childhood care and education.
5 (A) (B) (C) (D) (E)	**(Infant Development)** Students will explore the growth, development, and care of the infant. Students will analyze the physical, emotional, social, and cognitive development of the infant. Students will determine strategies that promote the health and safety of an infant. Students will analyze recent research in infant brain development. Students will demonstrate the ability to identify infants' needs, interests, and abilities. Students will recognize the many factors that contribute to the choice of a caregiver to choose breastfeeding versus bottle-feeding.		
3 (A) (B) (C) (D) (E) (F)	**(Protection and Safety of Children)** Students will identify types and characteristics of child abuse and neglect. Students will identify signs of abuse and neglect including conditions that may be in place in environments where abuse may be more likely to occur. Students will explain the role of the mandated reporter in reporting suspected child abuse. Students will describe the three components of the communicable illness process. Students will discuss the immunization schedule recommended by the American Academy of Pediatrics for minimizing acquisition of communicable disease.	1 (A) (B) (C) (D) (E)	**(Employability Skills)** This unit explores the professional standards and employability skills required by business and industry. Students will grow to understand that responsibility, time management, organization, positive attitude, and good character have a large impact on employability and job retention. Students will also be able to identify and describe the work ethic needed for career advancement in the Human Services industry (e.g., skill sets, work schedules, travel/relocation, teamwork, communication skills, flexibility and adaptability etc.). Explore opportunities for employment and entrepreneurial endeavors associated with child development.