

ARKANSAS CURRICULUM CONTENT FRAMEWORK CORRELATIONS

Course 493010 – Child Care, Guidance, Management and Services

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Unit 1: Planning and Management of a Child-Care Program

CAREER and TECHNICAL SKILLS What the Student Should Be Able to Do		GOODHEART-WILLCOX
Knowledge	Application	Correlating Page Numbers
1.1 Match terms related to planning and management of a child-care program		36, 154, 179, 202, 222, 243, 340, 579
1.2 List reasons child-care services are needed	1.2.1 List social and economic changes that have influenced child care services	36–39
1.3 Name characteristics of an effective caregiver		37, 43, 44, 145, 271–277
1.4 List ways children’s needs are met by a child-care worker	1.4.1 Create developmentally age appropriate activity	24–26, 279–285, 617–636
1.5 Name characteristics of custodial development, and comprehensive child care		37–38
1.6 Describe types of child-care programs	1.6.1 Prepare a research report on various child-care programs	36–42, 342
1.7 Name features of a developmentally appropriate early childhood program	1.7.1 Explain N.A.E.Y.C. (National Association for Education of Young Children) guidelines for developmentally appropriate programs	24, 26–27, 187–188
1.8 List licensing requirements for child-care programs	1.8.1 Analyze licensing requirements for each program area at a child-care center 1.8.2 Review Arkansas Minimal requirement licensing book 1.8.3 Compare staff/child ratios 1.8.4 Discuss T.B. skin test and review CPR/ First Aid for infant and child	20, 37, 43, 47, 217, 242, 243, 252, 253, 258
1.9 Explain legal issues in child care	1.9.1 Research procedures to follow to protect child-care worker from abuse accusation	204, 212–216, 217–219

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1.10 Discuss professional ethics in child-care	1.10.1 Identify professional ethic behaviors from various early childhood associations (NAEYC, SECA, AECA)	26, 27, 37, 667–671
1.11 Describe home and child-care programs interactions	1.11.1 Explain importance of communication between teacher/caregiver and parents 1.11.2 Discuss ways caregivers can create and maintain effective teamwork between children, staff, parents, and community	25, 26, 35–49, 70–76, 271–277
1.12 Name goals of a quality child-care program	1.12.1 Research program policies for childcare programs	342, 357
1.13 Describe management functions in a child-care programs	1.13.1 Research records that must be kept by a child-care center 1.13.2 Research current procedures for hiring personnel	18–21, 37, 41, 59, 60, 652–658
1.14 State qualifications for and specific duties of an entry-level employee in childcare	1.14.1 Write a job description for an entry-level position in a childcare center	650
1.15 Develop a curriculum unit of study based on developmental appropriate needs	1.15.1 Develop a lesson plan and thematic unit of study	357–361
1.16 Describe uses of observations and assessments in child-care programs	1.16.1 Compare assessment tools in childcare programs 1.16.2 Observe children in different age groups	57–63, 65, 437, 579, 580
1.17 List community resources available to enrich child-care programs	1.17.1 Etiquette to observe when using resource person to visit classroom/center 1.17.2 Demonstrates ways to invite resource people to visit classroom/center 1.17.3 Prepare introductions for resource persons 1.17.4 Write sample thank-you letters to resource persons who have visited classroom/center	216, 479

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1.18 Explain computer use in child-care program	1.18.1 Analyze computerized childcare software management programs 1.18.2 Compile list of quality instructional software 1.18.3 Demonstrate Internet safety guidelines	63, 170, 560, 584
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Unit 2: Child Development

CAREER and TECHNICAL SKILLS What the Student Should Be Able to Do		GOODHEART-WILLCOX
Knowledge	Application	Correlating Page Numbers
2.1 Match the terms to child development		68, 88, 104, 120, 135
2.2 State basic needs of children	2.2.1 Examine Maslow’s theory of basic needs	n/a
2.3 Match four basic areas of child development with correct definitions	2.3.1 Match stages of developmental areas for infants, toddlers, preschoolers, and school age children with correct age ranges 2.3.2 Analyze emotional and social actions of young children 2.3.3 Research ways goals of socialization differ from culture to culture	24, 55, 56, 71, 76–85, 129, 130, 144, 187, 188, 576
2.4 Explain relationship between self-concept and a child’s physical, emotional, social, and intellectual development	2.4.1 Plan ways to help children develop positive self-concepts 2.4.2 Plan strategies to help children cope with a developmental difference 2.4.3 Develop guidelines for helping children acquire self-help skills	116, 144, 145, 286, 287
2.5 Distinguish gross and fine motor development		70, 105, 106, 111, 112, 137, 138
2.6 Describe relationship of play to child development	2.6.1 Describe developmentally appropriate play materials for children in each stage of development	187, 188
2.7 Describe developmentally appropriate activities for children in each stage of development	2.7.1 Use N.A.E.Y.C. guides to plan developmentally appropriate activities of children	26, 27, 55, 56, 187, 188, 357, 411, 412

ARKANSAS CURRICULUM CONTENT FRAMEWORK CORRELATIONS**Course 493010 – Child Care, Guidance, Management and Services****Working with Young Children © 2008****Unit 3: Guiding Children’s Behavior**

CAREER and TECHNICAL SKILLS What the Student Should Be Able to Do		GOODHEART-WILLCOX
Knowledge	Application	Correlating Page Numbers
3.1 Match terms related to guiding children’s behavior	3.3.1 Analyze the relationship between environment and behavior	292
3.2 State methods of communicating effectively with children	3.3.2 Analyze the influence of values on behavior	309–317
3.3 Explain ways children learn behavior	3.3.1 Analyze the relationship between environment and behavior 3.3.2 Analyze the influence of values on behavior	309–317
3.4 List goals for guiding children		269
3.5 Discuss developmentally appropriate methods for guiding children in each stage of development		268–286
3.6 State guidelines for establishing developmentally appropriate rules for children’s behavior		310–317
3.7 Describe techniques for encouraging positive behavior	3.7.1 Analyze techniques for guiding children’s behavior 3.7.2 Explain ways to help children cope with emotions	71, 98–101, 144, 145, 278, 286
3.8 Discuss techniques to help children avoid stereotyped and prejudiced behavior		395
3.9 Explain ways to guide children with behavior disorders	3.9.1 Prepare a checklist of characteristics indicative of children with behavior disorders	292–297, 301–306, 359
3.10 Name resource persons that provide assistance to families of children with behavior disorders	3.10.1 Determine ways to cope with behavioral stress	530, 531
3.11 List periods of behavioral stress common in child-care situations		292–297, 301–306
3.12 Name coping strategies for conflicts between children		300, 301, 418

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Unit 4: Health and Safety

CAREER and TECHNICAL SKILLS What the Student Should Be Able to Do		GOODHEART-WILLCOX
Knowledge	Application	Correlating Page Numbers
4.1 Match terms related to health and safety		241
4.2 Chart characteristics of a healthy child	4.2.1 Describe procedure for health inspection of children in a child-care program	241–265
4.3 Name factors which contribute to wellness in children		241–242
4.4 List guidelines for planning nutritious meals and snacks in a child-care program from the Child Care Nutrition Program Guides	4.4.1 Evaluate menus for a child-care program using Child Care Nutrition Program guidelines	223–237, 492–501
4.5 Discuss safety and sanitation procedures for food preparation and service in a child-care program	4.5.1 Demonstrate correct technique for washing hands before handling food Personal Management	249–250, 332, 501
4.6 State guidelines for providing a safe environment in a child-care center	4.6.1 Evaluate safety of a child-care facility 4.6.2 Design a procedure plan and drill schedule for hazardous weather 4.6.3 Plan a fire drill for a child-care facility 4.6.4 Demonstrate use of fire extinguisher and alarm system	203–219
4.7 Name symptoms of an ill child	4.7.1 Demonstrate procedure for taking a child’s temperature	242, 246, 247
4.8 State guidelines for caring for a sick or injured child		251–259, 264
4.9 State emergency first-aid procedures	4.9.1 Demonstrate emergency first-aid procedures 4.9.2 Plan items needed in a first-aid kit	252–260

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4.10 Explain sanitation procedures to follow in child-care facility	4.10.1 Demonstrate sanitary procedures to be used in child-care facility	250–257
4.11 List information needed on health record form for child-care program	4.11.1 Develop sample health record form for child-care program	241–245
4.12 State symptoms of specific childhood diseases		242, 246–247, 260–261, 603–608
4.13 Discuss immunizations	4.13.1 Match immunizations to ages when each should be administered 4.13.2 Explain technique for caring for child after immunization	242–243, 246–247
4.14 Name safety guidelines for field trips	4.14.1 List guidelines for transporting children to and from a child-care facility 4.14.2 Examine licensing regulation to determine rules for transporting children	207, 468, 527–539
4.15 Discuss liability for health and safety of children in a child-care program		217–219

Unit 5: Caring for Children with Special Needs

CAREER and TECHNICAL SKILLS What the Student Should Be Able to Do		GOODHEART-WILLCOX
Knowledge	Application	Correlating Page Numbers
5.1 Match terms related to caring for children with special needs		589
5.2 Describe children with special needs		588–613
5.3 Name responsibilities of a child-care facility to children with special needs	5.3.1 State basic guidelines for working with children with special needs 5.3.2 Explain the use of inclusion in early childhood education	590–592, 609–613
5.4 Explain federal legislation relative to children with special needs		589

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5.5 List signs of child abuse and neglect	5.5.1 Explain responsibilities for reporting child abuse and neglect to appropriate agencies 5.5.2 Evaluate documentation and reporting procedures for child abuse and neglect	212–217
5.6 Name crises that impact children	5.6.1 Develop strategies for helping children cope with crises 5.6.2 Evaluate agencies which provide assistance to children in crises situations	214, 292–297, 301–306

Unit 6: The Child Care Facility

CAREER and TECHNICAL SKILLS What the Student Should Be Able to Do		GOODHEART-WILLCOX
Knowledge	Application	Correlating Page Numbers
6.1 Match terms related to the child-care facility		37, 154
6.2 List specifications for a child-care facility		37, 43, 44, 573
6.3 Name physical space needs for a child-care facility	6.3.1 Analyze physical space for a child-care facility 6.3.2 Evaluate strategies for meeting the needs of children in a child-care program	156–159, 170, 315, 316
6.4 List basic indoor and outdoor equipment and space requirements needed for a child-care facility (information found in the Minimal Licensing Requirement Handbook)		173–176, 194–198, 203, 205–208, 217–219
6.5 Name age appropriate indoor and outdoor equipment and furnishings for a child-care facility	6.5.1 Plan equipment and furnishings for a child-care facility	173–176, 197, 198, 413, 414
6.6 Chart learning centers with characteristics of each	6.6.1 Plan learning centers for a child-care classroom	347, 348, 357–361

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6.7 List age appropriate equipment for learning centers		193–194, 197, 407–408
6.8 Discuss guidelines for selection, care, safety, and maintenance of equipment	6.8.1 Use the Child Care Licensing Handbook to compile a list of playground regulations	193–194, 196–197, 206–207

Unit 7: Pre-Employment Laboratory Experience

CAREER and TECHNICAL SKILLS What the Student Should Be Able to Do		GOODHEART-WILLCOX
Knowledge	Application	Correlating Page Numbers
7.1 Name terms related to pre-employment laboratory experience		18–21
7.2 List responsibilities in a pre-employment laboratory experience	7.2.1 Develop a rotation plan for lab responsibilities 7.2.2 Determine routines and procedures to be used in the child development lab	28–32, 579, 580, 664
7.3 Explain reasons for observations and assessments in child-care programs	7.3.1 Name observation and assessment techniques for child-care programs	52–65, 437, 580
7.4 State guidelines for developmentally appropriate curriculum for a child-care program	7.4.1 Develop lesson plans for children in different age groups	357–361, 366–380
7.5 Describe age appropriate activities for learning centers	7.5.1 Plan learning center activities	99, 165–172
7.6 Discuss teaching strategies for child-care programs	7.6.1 Perform teaching assignments in a child-care program	28–32

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Unit 8: Employability Skills

CAREER and TECHNICAL SKILLS What the Student Should Be Able to Do		GOODHEART-WILLCOX
Knowledge	Application	Correlating Page Numbers
8.1 Match terms related to employability skills		15, 18–21, 640–641
8.2 Designate characteristics of capable employers and employees in the field of child care		652, 660
8.3 Name rights and responsibilities of child-care employees	8.3.1 Describe fingerprinting and Central Registry requirements for employees	640, 658–662, 667–671
8.4 List job opportunities in the area of child care	8.4.1 Research job opportunities for child care in the local area	641–642
8.5 Explain education and training required for occupations related to child care	8.5.1 Examine child-care courses in a planned program of study for a AA degree and a baccalaureate degree in early childhood education 8.5.2 Examine Child Development Associate credentialing 8.5.3 Research areas that offer post-secondary training	655–656
8.6 List sources of information concerning job openings	8.6.1 Research services offered by the Employment Security Division and private employment agencies	648–651
8.7 State guidelines for preparing a resume	8.7.1 Develop a resume	644–647
8.8 Name guidelines for preparing a letter of application	8.8.1 Write a letter of application	645–647
8.9 State guidelines for completing a job application form	8.9.1 Complete a job application form	656
8.10 Name guidelines for appropriate grooming and dress during job interviews		652–653
8.11 Designate acceptable behavior before, during, and following a job interview		653–656