

<b>Goodheart-Willcox Publisher Correlation of  <i>Child Development</i> ©2016  to South Carolina Department of Education  Education and Training Course  Child Development I</b>	
CD ACADEMIC STANDARD / INDICATOR	CORRELATING PAGES
<b>B. PARENTING ROLES AND RESPONSIBILITIES</b>	
<b>Analyze parenting roles and responsibilities.</b>	99-106, 108-109, 367, 374-382, 384-385, 475-488, 490-491, 573-580, 582-583, 718-747
<b>What Students Should Know:</b> <ol style="list-style-type: none"> <li>1. Parenting styles</li> <li>2. Reasonable expectations</li> <li>3. Parenting responsibilities</li> <li>4. Nurturing children</li> <li>5. Guiding behavior</li> <li>6. Child care options</li> </ol> <b>What Students Should Be Able to Do:</b> <ol style="list-style-type: none"> <li>1. Compare different parenting styles.</li> <li>2. Identify reasonable expectations for children.</li> <li>3. Determine parenting responsibilities.</li> <li>4. Describe how to nurture children.</li> <li>5. Describe effective methods for guiding behavior.</li> <li>6. Evaluate various child care options.</li> </ol>	
<b>C. PREGNANCY AND PRENATAL DEVELOPMENT</b>	
<b>Identify characteristics of prenatal care, pregnancy, and childbirth.</b>	116-146, 148-149, 153-172, 174-175, 187-204, 206-207
<b>What Students Should Know:</b> <ol style="list-style-type: none"> <li>1. Signs of pregnancy</li> <li>2. Complications of pregnancy</li> <li>3. Prenatal dietary needs</li> <li>4. Stages of prenatal development</li> <li>5. Signs and stages of labor</li> <li>6. Labor and delivery</li> </ol> <b>What Students Should Be Able to Do:</b> <ol style="list-style-type: none"> <li>1. Describe the signs of pregnancy.</li> <li>2. Identify the signs of pregnancy complications.</li> <li>3. Explain ways nutrition impacts mother and</li> </ol>	

<p>child.</p> <p>4. Summarize the prenatal development of a baby.</p> <p>5. Identify the signs and stages of labor.</p> <p>6. Summarize the labor and delivery process.</p>	
<b>D. GROWTH AND DEVELOPMENT</b>	
<b>Analyze the stages of human growth and development during infancy and toddlerhood.</b>	7-19, 21-23, 32-33, 212-238, 240-241, 244-270, 272-273, 276-296, 298-299, 304-326, 328-329, 332-356, 358-359, 362-382, 384-385
<p><b>What Students Should Know:</b></p> <ol style="list-style-type: none"> <li>1. Developmental domains</li> <li>2. Ages and stages of development</li> <li>3. Child development theories</li> <li>4. Heredity and environmental influences</li> <li>5. Infants</li> <li>6. Toddlers</li> </ol> <p><b>What Students Should Be Able to Do:</b></p> <ol style="list-style-type: none"> <li>1. Explain the developmental domains.</li> <li>2. Summarize ages and stages of development.</li> <li>3. Compare the fundamental principles of child development theories and theorists.</li> <li>4. Analyze the influence of heredity and environment on development.</li> <li>5. Explain the growth and development of infants.</li> <li>6. Analyze the growth and development of toddlers.</li> </ol>	
<b>E. HEALTH AND SAFETY</b>	
<b>Examine issues related to the health and safety of children.</b>	224-230, 234-238, 240-241, 314-319, 323-325, 328-329, 400-406, 409-410, 414-415, 505-511, 514, 518-519, 612-642, 644-645, 661-674, 676-677
<p><b>What Students Should Know:</b></p> <ol style="list-style-type: none"> <li>1. Childhood nutrition, health, safety, and personal hygiene</li> <li>2. Childhood diseases/illnesses</li> <li>3. Safety hazards</li> <li>4. Child abuse and neglect</li> </ol> <p><b>What Students Should Be Able to Do:</b></p> <ol style="list-style-type: none"> <li>1. Analyze childhood nutrition, health, safety, and personal hygiene practices.</li> <li>2. Identify childhood diseases/illnesses.</li> </ol>	



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3. Assess safety hazards for children of different ages. 4. Recognize common indicators of child abuse and neglect.	
<b>F. CAREERS AND EMPLOYABILITY SKILLS</b>	
<b>Explore early childhood career options and employability skills.</b>	31, 57, 83, 107, 147, 173, 205, 239, 271, 297, 327, 357, 383, 413, 455, 489, 517, 553, 581, 607, 643, 675, 713, 745, 750-787
<b>What Students Should Know:</b> 1. Personal career plans 2. Career portfolio 3. Job seeking skills 4. Employability skills 5. Employment selection techniques 6. Job keeping skills 7. Career opportunities  <b>What Students Should Be Able to Do:</b> 1. Develop a personal career plan to meet career goals and objectives. 2. Maintain a career portfolio to document knowledge, skills, and experience. 3. Demonstrate job seeking skills. 4. Demonstrate employability skills. 5. Evaluate and compare employment opportunities for personal career goals. 6. Exhibit traits for retaining employment. 7. Explore early childhood career opportunities.	

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CD ACADEMIC STANDARD / INDICATOR	CORRELATING PAGES
<b>B. GROWTH AND DEVELOPMENT</b>	
<b>Analyze the stages of growth and development during early childhood.</b>  <b>What Students Should Know:</b> <ol style="list-style-type: none"> <li>1. Developmental domains</li> <li>2. Child development theories</li> <li>3. Guidance and discipline techniques</li> <li>4. Age level behavioral expectations</li> <li>5. Preschoolers</li> <li>6. School-aged children</li> </ol> <b>What Students Should Be Able to Do:</b> <ol style="list-style-type: none"> <li>1. Analyze the developmental domains.</li> <li>2. Compare the fundamental principles of child development theories and theorists.</li> <li>3. Identify guidance techniques for challenging behaviors.</li> <li>4. Explain typical and atypical behaviors for ages and stages of development.</li> <li>5. Explain the growth and development of preschoolers.</li> <li>6. Analyze the growth and development of school-aged children (4-8).</li> </ol>	7-9, 14-19, 21-23, 32-33, 101-104, 108-109, 222-223, 250-252, 262-263, 272-273, 277-278, 281, 285-287, 289-296, 298-299, 312-313, 334-338, 347-348, 358-359, 365, 371-372, 374-382, 384-385, 390-412, 414-415, 418-454, 456-457, 460-488, 490-491, 496-516, 518-519, 522-552, 554-555, 558-580, 582-583, 681-701, 714-715
<b>C. HEALTH AND SAFETY</b>	
<b>Analyze practices that promote the health and safety of children.</b>  <b>What Students Should Know:</b> <ol style="list-style-type: none"> <li>1. Health and wellness</li> <li>2. Child abuse and neglect</li> </ol> <b>What Students Should Be Able to Do:</b> <ol style="list-style-type: none"> <li>1. Examine practices that promote health and wellness.</li> </ol>	137-146, 148-149, 224-230, 235-238, 240-241, 314-319, 325-326, 328-329, 400-406, 410-411, 414-415, 505-511, 514-516, 518-519, 613-642, 644-645, 661-674, 676-677

2. Describe the impact of child abuse and neglect.	
<b>D. COLLABORATIVE RELATIONSHIPS</b>	
<b>Evaluate techniques for positive collaborative relationships.</b>	3, 51, 63-72, 91-96, 100-101, 109, 111, 209, 258-261, 270, 272-273, 276-299, 301, 342-347, 353-355, 358-359, 362-385, 387, 436-439, 451-452, 456-457, 460-491, 493, 537-538, 558-583, 585
<p><b>What Students Should Know:</b></p> <ol style="list-style-type: none"> <li>1. Diversity</li> <li>2. Positive Relationships</li> <li>3. Social Development</li> <li>4. Service Learning</li> <li>5. Communication Skills</li> </ol> <p><b>What Students Should Be Able to Do:</b></p> <ol style="list-style-type: none"> <li>1. Explain how diversity in family units and roles may be reflected in a child's behavior.</li> <li>2. Describe techniques for developing positive relationships.</li> <li>3. Create activities that help to foster social development.</li> <li>4. Perform service learning projects that create connections with the community.</li> <li>5. Demonstrate effective communication skills.</li> </ol>	
<b>E. CHILDCARE SERVICES</b>	
<b>Evaluate child care agencies and services.</b>	709-711, 716-747
<p><b>What Students Should Know:</b></p> <ol style="list-style-type: none"> <li>1. Quality child care</li> <li>2. Care-giving practices</li> <li>3. Collaborative relationships</li> <li>4. Services and resources</li> <li>5. Local, state and federal laws and policies</li> </ol> <p><b>What Students Should Be Able to Do:</b></p> <ol style="list-style-type: none"> <li>1. Analyze characteristics of quality child care facilities.</li> <li>2. Demonstrate proficiency in care-giving practices.</li> <li>3. Explain the importance of partnerships among parents, children, and agencies.</li> <li>4. Evaluate child and family services and resources.</li> <li>5. Summarize local, state, and federal policies.</li> </ol>	



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F. CAREERS AND EMPLOYABILITY SKILLS	
<b>Demonstrate professional practices, ethics, and standards related to working with children.</b>	23-30, 33, 59, 85, 109, 149, 175, 207, 241, 273, 299, 329, 359, 385, 415, 457, 491, 519, 555, 583, 609, 645, 677, 715, 718-747, 773, 783, 787
<b>What Students Should Know:</b> <ol style="list-style-type: none"><li>1. Professional practices</li><li>2. Ethics and legal responsibilities</li><li>3. Professional standards</li><li>4. Licensing, certification, credentialing</li></ol> <b>What Students Should Be Able to Do:</b> <ol style="list-style-type: none"><li>1. Demonstrate professional practices.</li><li>2. Describe ethical and legal responsibilities.</li><li>3. Identify professional standards for childcare services.</li><li>4. Examine licensing, certification, and credentialing requirements.</li></ol>	