



Goodheart-Willcox Publisher

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Utah State Office of Education – Core Alignment Correlation to <i>Child Development</i> ©2016	
Goodheart-Willcox Publisher	
ISBN: 978-1-63126-038-4 Media: Printed Textbook Author(s): Decker Copyright: 2016 Review Date: March 2016 Core Subject Area: CTE Family and Consumer Sciences Course: Child Development (34010000020)	
STANDARD / OBJECTIVE	PAGES / DESIGNATED SECTIONS / URLs
STANDARD 1 Students will evaluate parenting roles and responsibilities.	
Objective 1: Recognize the characteristics and responsibilities of parenting. a. Identify the importance of children in society. b. Evaluate the rights of children. c. Evaluate parenting responsibilities as they relate to children's rights. d. Recognize that early childhood experiences impact individuals as adults. e. Evaluate factors to consider in determining personal preparedness for parenthood. (i.e., biological, social, emotional, financial, educational) f. Discuss ways parenting skills can be developed. g. Evaluate the demands and rewards of parenting. h. Discuss the importance of literacy in building the parent/child relationship, as well as enhancing children's areas of development. (This objective may be integrated into standards 4, 5, & 6.)	10-13, 24-27, 89-106, 257-261, 270, 353-355, 451-452
Objective 2: Explain the importance of nurture and nature. a. Discuss nature (heredity) and its implications. b. Evaluate the impact of nurturing upon all aspects of development.	8-13, 39-46, 100, 124-135
Objective 3: Identify factors influencing the development of self-concept. a. Define self-concept. b. List the four components of the self-concept cycle and describe the effects of each. c. Identify the influences that help develop characteristics of low and high self-concepts. d. Discuss ways to promote positive self-concepts in children.	464-465, 478, 564-565, 574-575
STANDARD 2 Students will identify growth and development.	
Objective 1: Identify generalizations of growth and development.	15-18, 212-223, 244-263, 276-287, 304-313, 332-348, 362-372, 390-399, 418-441, 460-473, 496-

<p>a. Identify and define the basic concepts and patterns of growth and development. (Growth proceeds from head to foot, etc.)</p> <p>b. Define and identify physical, cognitive, social, emotional and moral development.</p> <p>c. Describe the interrelationships between physical, cognitive, social, emotional, and moral aspects of development.</p>	504, 522-541, 558-571
<p>Objective 2: Identify the characteristics of selected developmental theories.</p> <p>a. Recognize that the study of child development is based on research. (Erickson, Piaget and others)</p>	7, 18-19, 250-252, 281, 289-290, 334-338, 365, 423-428, 463-465, 525-532, 561-565
<p style="text-align: center;">STANDARD 3</p> <p style="text-align: center;">Students will identify characteristics of birth defects, pregnancy, prenatal care and development, and childbirth.</p>	
<p>Objective 1: Identify heredity and environmental factors influencing birth defects and prenatal care.</p> <p>a. Analyze the influence and effects of genetics and heredity. (x and y chromosomes, etc.)</p> <p>b. Define dominant and recessive genes.</p> <p>c. Specify lifestyle factors that minimize environmental birth defects. (drugs, alcohol, tobacco)</p> <p>d. Identify the role of folic acid in the prevention of neural tube defects.</p> <p>e. Classify types of birth defects. (X-linked, multi-factorial, chromosomal error, etc.)</p> <p>f. Identify heredity and environmental factors influencing birth defects and possible treatments or preventions (Down's syndrome, PKU, muscular dystrophy, fetal alcohol syndrome, neural tube defects, cleft palate/cleft lip, club hand/foot).</p> <p>g. Explain the role of prenatal testing in the detection of birth defects. (ultrasound, amniocentesis)</p>	123-146, 160-162
<p>Objective 2: Explain the characteristics of pregnancy.</p> <p>a. Analyze the health risk of teen pregnancy.</p> <p>b. Explain ovulation and conception. (ovum, ovary, fallopian tubes, uterus, endometrium, cervix, vagina, fertilization)</p> <p>c. Identify the early signs and symptoms of pregnancy.</p> <p>d. Identify common discomforts occurring during pregnancy.</p> <p>e. Identify potential pregnancy complications. (toxemia/pre-eclampsia, miscarriage, stillbirth, premature, low birth weight, etc.)</p>	114-122, 137, 139, 142, 159-172
<p>Objective 3: Discuss the importance of early and on-going prenatal care.</p> <p>a. Identify the role of appropriate medical care, nutrition, weight gain, and other lifestyle choices on prenatal development.</p>	128-146, 166-168
<p>Objective 4: Identify characteristics of prenatal</p>	114-122, 155-159

<p>development.</p> <p>a. Outline the stages occurring during prenatal development. (zygote, embryo, fetus)</p> <p>b. Define and discuss prenatal terminology. (umbilical cord, placenta, amniotic fluid, amniotic sac, uterus)</p> <p>c. Identify the prenatal development occurring during each trimester.</p> <p>d. Discuss multiple births. (identical, fraternal, conjoined, etc.)</p>	
<p>Objective 5: List the sequential events in the childbirth process.</p> <p>a. Define childbirth terms. (show, crowning, episiotomy, etc.)</p> <p>b. Outline the three stages of labor.</p> <p>c. Discuss delivery options. (vaginal, natural, with epidural, c-section)</p> <p>d. Describe possible complications that may occur during childbirth. (breech, placenta previa, Rh factor, STDs, toxemia/pre-eclampsia, etc.)</p>	159-163, 178-192
<p style="text-align: center;">STANDARD 4</p> <p style="text-align: center;">Students will explain the growth and development of the neonate (newborn) and infant.</p>	
<p>Objective 1: Describe the growth and development of the neonate (newborn) and infant.</p> <p>a. Identify the physical characteristics and needs of the neonate.</p> <p>b. Explain the Apgar test and scale.</p> <p>c. Identify the function of fontanelles.</p> <p>d. Discuss feeding options of the neonate.</p> <p>e. Define nurturing and bonding and discuss the importance of the bonding process after delivery.</p> <p>f. Identify common newborn reflexes. (rooting, sucking, moro/startle, babinski, grasping, tonic neck, stepping)</p>	100, 192, 194-197, 212-230, 279-291, 293-294
<p>Objective 2: Describe the growth and development of the infant.</p> <p>a. Identify the sequence of physical development of the infant.</p> <p>b. Identify the height and weight gains during the first year of life.</p> <p>c. Describe the emotional and social development of the infant.</p> <p>d. Define and discuss stranger anxiety and separation anxiety.</p> <p>e. Describe Erickson's stage of trust vs. mistrust.</p> <p>f. Describe Piaget's sensorimotor stage of development.</p> <p>g. Define and discuss object permanence.</p> <p>h. Discuss the types and role of play for infant age children. (solitary and on-looker)</p> <p>i. Examine the reasons for infant crying and how to meet those needs.</p> <p>j. Examine shaken baby syndrome and its ramifications.</p>	212-223, 235-237, 245-252, 254-255, 276-287, 289, 292-293, 589-591, 666

k. Describe sudden infant death syndrome (SIDS) and prevention strategies.	
<p align="center">STANDARD 5</p> <p align="center">Students will explain the growth and development of toddlers and preschoolers.</p>	
<p>Objective 1: Describe the growth and development of the toddler.</p> <ul style="list-style-type: none"> a. Describe the physical characteristics and skills of toddlers. b. Discuss the role of nutrition in physical development. c. Discuss readiness for appropriate toileting practices. d. Describe the social and emotional characteristics of toddlers. e. Discuss the importance of autonomy for a toddler's development. (Erickson's autonomy vs. shame and doubt) f. Discuss Piaget's sensorimotor and preoperational stages of cognitive development. g. Describe language development during the toddler stage. h. Discuss the types and role of play for toddler age children. (parallel) 	304-319, 323-325, 333-337, 342-348, 362-372, 589-591
<p>Objective 2: Describe the growth and development of the preschooler.</p> <ul style="list-style-type: none"> a. Describe the physical characteristics and skills of the preschooler. b. Identify the gross (large) and fine (small) motor skills developed. c. Describe the social and emotional characteristics of the preschooler. d. Discuss Erickson's stage of initiative vs. guilt. e. Discuss the development of social skills learned during the preschool years. f. Describe Piaget's preoperational stage of cognitive development during preschool years. g. Define and give examples of a child's ability to understand terms related to cognitive development. (sorting, classifying, seriation, transformation, reversal, conservation) h. Describe the development of understanding between reality and fantasy. i. Discuss the types and role of play for preschool age children. (cooperative) j. Discuss how to teach moral behavior to the preschooler. 	390-399, 419-427, 429-441, 449, 460-473, 477, 589-591
<p align="center">STANDARD 6</p> <p align="center">Students will practice age-appropriate positive guidance techniques and strategies for coping with challenging situations.</p>	
<p>Objective 1: Analyze appropriate positive guidance techniques.</p> <ul style="list-style-type: none"> a. Define guidance, discipline, and punishment. b. Distinguish between punishment and 	101-106, 367, 375-378

discipline/guidance techniques. c. Identify common reasons children misbehave. (natural curiosity, need to belong, revenge, etc.) d. Discuss reasons and guidelines for setting limits. e. Compare natural and logical consequences. f. Discuss guidelines for using positive guidance techniques. (redirection, time out, positive statements, etc.)	
Objective 2: Describe challenging situations and the skills needed to cope. a. Identify and discuss challenging situations (handicaps, grief, death, divorce, illness, etc.) and signs of stress in children. (biting, crying, power struggles, etc.) b. Describe childhood feelings dealing with challenging situations and identify coping strategies. c. Discuss childhood fears and strategies to deal with fears. d. List and define the types of abuse. (emotional, physical, sexual, neglect) e. Discuss reporting procedures for abuse. f. Identify local resources available for parent and/or child assistance.	282-283, 295-296, 369-370, 380-382, 469-472, 488, 568-570, 580, 648-674, 709-712
STANDARD 7 Students will examine issues related to the health and wellness of children.	
Objective 1: Identify health and wellness considerations for infants through preschoolers. a. Identify signs and symptoms of childhood illnesses. b. Describe common childhood immunizations for communicable diseases. (MMR, DTP, HIB, hepatitis B, chicken pox, polio) c. Identify basic first aid practices for bumps and bruises, burns, bleeding, poisons, choking, and insect bites.	612-622, 633-642
Objective 2: Identify safety considerations for infants through preschoolers. a. Discuss the importance of car seats. b. List appropriate child-proofing strategies.	623-632