Correlations to the Texas Essential Knowledge and Skills (TEKS): Student/Teacher Material					
Subject	Chapter 130. Texas Essential Knowledge and Skills for Career & Technical Education				
Subchapter	Subchapter E. Education and Training				
Course	§130.163. Human Growth and Development (One Credit), Adopted 2015.				
Publisher	Goodheart-Willcox Publisher				
Program Title	Lifespan Development				
Program ISBN	9781683112426 (Online Learning Suite)				
TEKS Coverage (%)	100.00%				

(a) General Requirements. This course is recommended for students in Grades 10-12. Recommended prerequisite: Principles of Education and Training. Students shall be awarded one credit for successful completion of this course.

(b) Introduction.

- (1) Career and technical education instruction provides content aligned with challenging academic standards and relevant technical knowledge and skills for students to further their education and succeed in current or emerging professions.
- (2) The Education and Training Career Cluster focuses on planning, managing, and providing education and training services and related learning support services.
- (3) Human Growth and Development is an examination of human development across the lifespan with emphasis on research, theoretical perspectives, and common physical, cognitive, emotional, and social developmental milestones. The course covers material that is generally taught in a postsecondary, one-semester introductory course in developmental psychology or human development.
- (4) Students are encouraged to participate in extended learning experiences such as career and technical student organizations and other leadership or extracurricular organizations.
- (5) Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.

(c) Knowledge and Skills.

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(A) demonstrate written communication	(i) demonstrate written communication	Student/Teacher	Narrative	9781631265402 (Text) 9781683112426 (Online Learning Suite)	393	Chapter 15, "Communication Skills"
			Student/Teacher	Activity	9781631265402 (Text) 9781683112426 (Online Learning Suite)	401	Event Prep, #23
			Student/Teacher	Activity	9781631265402 (Text) 9781683112426 (Online Learning Suite)	401	Core Skills, #19
			Student/Teacher	Narrative	9781631265402 (Text) 9781683112426 (Online Learning Suite)	392	Chapter 15, "Academic Skills,"
			Student/Teacher	Narrative	9781631265402 (Text) 9781683112426 (Online Learning Suite)	393	Cultural Connections
			Teacher Only	Narrative			
			Teacher Only Teacher Only	(Drop-down menu)			
			Teacher Only				

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type Teacher Only	Citation Type	Component ISBN	Page (s)	Specific Location
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(B) perform job-appropriate numerical and arithmetic application	(i) perform job-appropriate numerical application	Student/Teacher	Narrative	9781631265402 (Text) 9781683112426 (Online Learning Suite)	392	Chapter 15, "Academic Skils," second paragraph
			Student/Teacher	Activity	9781631265402 (Text) 9781683112426 (Online Learning Suite)	65	Core Skills, #15
			Student/Teacher	Activity	9781631265402 (Text) 9781683112426 (Online Learning Suite)	119	Core Skills, #17
			Student/Teacher	Activity	9781631265402 (Text) 9781683112426 (Online Learning Suite)	237	Core Skills, #20
			Student/Teacher	Activity	9781631265402 (Text) 9781683112426 (Online Learning Suite)	401	Core Skills, #15
			Teacher Only	Narrative			
			Teacher Only	(Drop-down menu)			
			Teacher Only	` '			
			Teacher Only Teacher Only				
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(B) perform job-appropriate numerical and arithmetic application	(ii) perform job appropriate arithmetic application	Student/Teacher	Narrative	9781631265402 (Text) 9781683112426 (Online Learning Suite)	392	Chapter 15, "Academic Skills," second paragraph
			Student/Teacher	Activity	9781631265402 (Text) 9781683112426 (Online Learning Suite)	65	Core Skills, #15
			Student/Teacher	Activity	9781631265402 (Text) 9781683112426 (Online Learning Suite)	119	Core Skills, #17
			Student/Teacher	Activity	9781631265402 (Text) 9781683112426 (Online Learning Suite)	237	Core Skills, #20

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location
			Student/Teacher	Activity	9781631265402 (Text) 9781683112426 (Online Learning Suite)	401	Core Skills, #15
			Teacher Only	Narrative			
			Teacher Only	(Drop-down menu)			
			Teacher Only	(=			
			Teacher Only				
			Teacher Only				
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(C) practice various forms of communication such as verbal and non-verbal communication skills used in educational and career settings	(f) practice various forms of communication used in educational settings	Student/Teacher	Narrative	9781631265402 (Text) 9781683112426 (Online Learning Suite)	413	Knowledge and Skills
			Student/Teacher	Activity	9781631265402 (Text) 9781683112426 (Online Learning Suite)	95	Event Prep, #21
			Student/Teacher	Activity	9781631265402 (Text) 9781683112426 (Online Learning Suite)	237	Event Prep #25
			Student/Teacher	Activity	9781631265402 (Text) 9781683112426 (Online Learning Suite)	423	Core Skills, #12
			Student/Teacher	Narrative	9781631265402 (Text) 9781683112426 (Online Learning Suite)	392-394	Chapter 15, "Succeeding at Work"
			Teacher Only	Narrative			
			Teacher Only	(Drop-down menu)			
			Teacher Only	(=:====================================			
			Teacher Only				
			Teacher Only				
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(C) practice various forms of communication such as verbal and non-verbal communication skills used in educational and career settings	(ii) practice various forms of communication used in career settings	Student/Teacher	Narrative	9781631265402 (Text) 9781683112426 (Online Learning Suite)	393	Chapter 15, "Communication Skills"

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location
			Student/Teacher	Activity	9781631265402 (Text) 9781683112426 (Online Learning Suite)	401	Core Skills, #14
			Student/Teacher	Activity	9781631265402 (Text) 9781683112426 (Online Learning Suite)	65	Core Skills, #17
			Student/Teacher	Narrative	9781631265402 (Text) 9781683112426 (Online Learning Suite)	435	Chapter 17, "Knowledge and Skills," first paragraph
			Student/Teacher	Harrano			
			Teacher Only	Narrative			
			Teacher Only	(Drop-down menu)			
			Teacher Only				
			Teacher Only Teacher Only				
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(D) exhibit teamwork skills	(i) exhibit teamwork skills	Student/Teacher	Narrative	9781631265402 (Text) 9781683112426 (Online Learning Suite)	394-395	Chapter 15, "Effective Team Members and Leaders"
			Student/Teacher	Activity	9781631265402 (Text) 9781683112426 (Online Learning Suite)	401	Core Skills, #18
					9781631265402 (Text)		
			Student/Teacher	Activity	9781683112426 (Online Learning Suite)	400-401	Critical Thinking, #11
			Student/Teacher	Activity Activity	9781683112426	400-401	Critical Thinking, #11 Vocabulary Activity
					9781683112426 (Online Learning Suite) 9781631265402 (Text) 9781683112426		
			Student/Teacher		9781683112426 (Online Learning Suite) 9781631265402 (Text) 9781683112426		
			Student/Teacher Student/Teacher Teacher Only Teacher Only	Activity	9781683112426 (Online Learning Suite) 9781631265402 (Text) 9781683112426		
			Student/Teacher Student/Teacher Teacher Only Teacher Only Teacher Only	Activity Narrative	9781683112426 (Online Learning Suite) 9781631265402 (Text) 9781683112426		
			Student/Teacher Student/Teacher Teacher Only Teacher Only	Activity Narrative	9781683112426 (Online Learning Suite) 9781631265402 (Text) 9781683112426		

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(E) apply decision-making skills	(i) apply decision-making skills	Student/Teacher	Narrative	9781631265402 (Text) 9781683112426 (Online Learning Suite)	394	Chapter 15, "Decision-Making and Problem-Solving Skills"
			Student/Teacher	Activity	9781631265402 (Text) 9781683112426 (Online Learning Suite)	401	Core Skills, #17
			Student/Teacher	Narrative	9781631265402 (Text) 9781683112426 (Online Learning Suite)	218-220	Decision Making
			Student/Teacher	Activity	9781631265402 (Text) 9781683112426 (Online Learning Suite)	221	Checkpoint #5
			Student/Teacher				
			Teacher Only	Narrative			
			Teacher Only	(Drop-down menu)			
			Teacher Only				
			Teacher Only Teacher Only				
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(F) implement problem-solving techniques	(i) implement problem-solving techniques	Student/Teacher	Narrative	9781631265402 (Text) 9781683112426 (Online Learning Suite)	394	Chapter 15, "Decision-Making and Problem-Solving Skills"
			Student/Teacher	Activity	9781631265402 (Text) 9781683112426 (Online Learning Suite)	400	Critical Thinking, #5
			Student/Teacher	Activity	9781631265402 (Text) 9781683112426 (Online Learning Suite)	43	Event Prep, #21
			Student/Teacher	Activity	9781631265402 (Text) 9781683112426 (Online Learning Suite)	203	Core Skills, #19
			Student/Teacher	Activity	9781631265402 (Text) 9781683112426 (Online Learning Suite)	237	Core Skills, #22

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location
			Teacher Only	Narrative			
			Teacher Only	(Drop-down menu)			
			Teacher Only	()			
			Teacher Only				
			Teacher Only				
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(G) acquire conflict management skills	(i) acquire conflict management skills	Student/Teacher	Narrative	9781631265402 (Text) 9781683112426 (Online Learning Suite)	396	Chapter 15, Bottom paragraph
			Student/Teacher	Activity	9781631265402 (Text) 9781683112426 (Online Learning Suite)	401	Core Skills, #18
			Student/Teacher	Narrative	9781631265402 (Text) 9781683112426 (Online Learning Suite)	259	"Resolving Relationships Issues"
			Student/Teacher				
			Student/Teacher Teacher Only	Narrative			
			Teacher Only	(Drop-down menu)			
			Teacher Only Teacher Only				
			Teacher Only				
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(H) develop leadership skills	(i) develop leadership skills	Student/Teacher	Narrative	9781631265402 (Text) 9781683112426 (Online Learning Suite)	394-395	Chapter 15, "Effective Team Members and Leaders"
			Student/Teacher	Activity	9781631265402 (Text) 9781683112426 (Online Learning Suite)	398	Checkpoint Question #4
			Student/Teacher	Activity	9781631265402 (Text) 9781683112426 (Online Learning Suite)	400-401	Critical Thinking, #11
			Student/Teacher				
			Student/Teacher				

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location
			Teacher Only	Narrative			
			Teacher Only	(Drop-down menu)			
			Teacher Only Teacher Only				
			Teacher Only				
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(I) demonstrate professionalism	(i) demonstrate professionalism	Student/Teacher	Narrative	9781631265402 (Text) 9781683112426 (Online Learning Suite)	395-397	Chapter 15, "Essential Behaviors"
			Student/Teacher	Activity	9781631265402 (Text) 9781683112426 (Online Learning Suite)	400	Critical Thinking, #6
			Student/Teacher Student/Teacher				
			Student/Teacher				
			Teacher Only	Narrative			
			Teacher Only	(Drop-down menu)			
			Teacher Only Teacher Only				
			Teacher Only				
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	(J) develop effective work ethic practices	(i) develop effective work ethic practices	Student/Teacher	Narrative	9781631265402 (Text) 9781683112426 (Online Learning Suite)	395	"Essential Behaviors," second paragraph
			Student/Teacher	Activity	9781631265402 (Text) 9781683112426 (Online Learning Suite)	400	Critical Thinking, #4
			Student/Teacher				
			Student/Teacher Student/Teacher				
			Teacher Only	Narrative			
			Teacher Only	(Drop-down menu)			
			Teacher Only Teacher Only				
			Teacher Only				

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location
(2) The student understands historical, theoretical, and research perspectives of human growth and development throughout the lifespan. The student is expected to:	(A) explain the role of theories in understanding human development	(i) explain the role of theories in understanding human development	Student/Teacher	Narrative	9781631265402 (Text) 9781683112426 (Online Learning Suite)	22-23	Chapter 2, "The Role of Develomental Theories"
			Student/Teacher	Activity	9781631265402 (Text) 9781683112426 (Online Learning Suite)	43	Core Skills, #11
			Student/Teacher	Activity	9781631265402 (Text) 9781683112426 (Online Learning Suite)	23	Checkpoint Questions #1-3
			Student/Teacher	Narrative	9781631265402 (Text) 9781683112426 (Online Learning Suite)	21	Objectives, first bullet
			Student/Teacher				
			Teacher Only	Narrative			
			Teacher Only	(Drop-down menu)			
			Teacher Only				
			Teacher Only Teacher Only				
(2) The student understands historical, theoretical, and research perspectives of human growth and development throughout the lifespan. The student is expected to:	(B) describe theoretical perspectives that influence human development throughout the lifespan	(i) describe theoretical perspectives that influence human development throughout the lifespan	Student/Teacher	Narrative	9781631265402 (Text) 9781683112426 (Online Learning Suite)	23-31	Chapter 2, "How Early Life Experiences Affect People Over Time"
			Student/Teacher	Activity	9781631265402 (Text) 9781683112426 (Online Learning Suite)	26	Checkpoint questions #1-4
			Student/Teacher	Activity	9781631265402 (Text) 9781683112426 (Online Learning Suite)	28	Checkpoint questions #1-5
			Student/Teacher	Activity	9781631265402 (Text) 9781683112426 (Online Learning Suite)	31	Checkpoint questions #1-4
			Student/Teacher	Activity	9781631265402 (Text) 9781683112426 (Online Learning Suite)	43	Research, #19

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location
			Teacher Only	Narrative			
			Teacher Only	(Drop-down menu)			
			Teacher Only	(Brop dominiona)			
			Teacher Only Teacher Only				
(2) The student understands historical, theoretical, and research perspectives of human growth and development throughout the lifespan. The student is expected to:	(C) summarize historical influences on modern theories of human development	(i) summarize historical influences on modern theories of human development	Student/Teacher	Narrative	9781631265402 (Text) 9781683112426 (Online Learning Suite)	23	Cultural Connections
			Student/Teacher	Activity	9781631265402 (Text) 9781683112426 (Online Learning Suite)	43	Reasearch, #20
			Student/Teacher	Narrative	9781631265402 (Text) 9781683112426 (Online Learning Suite)	21	Objectives, fifth bullet
			Student/Teacher Student/Teacher				
			Teacher Only	Narrative			
			Teacher Only	(Drop-down menu)			
			Teacher Only Teacher Only				
			Teacher Only				
(2) The student understands historical, theoretical, and research perspectives of human growth and development throughout the lifespan. The student is expected to:	(D) compare and contrast the research methods commonly used to study human development	(i) compare and contrast the research methods commonly used to study human development	Student/Teacher	Narrative	9781631265402 (Text) 9781683112426 (Online Learning Suite)	38-41	Chapter 2, "Research Perspectives and Methods"
			Student/Teacher	Activity	9781631265402 (Text) 9781683112426 (Online Learning Suite)	42	Critical Thinking, #8
			Student/Teacher	Activity	9781631265402 (Text) 9781683112426 (Online Learning Suite)	41	Checkpoint Questions #1-5
			Student/Teacher	Activity	9781631265402 (Text) 9781683112426 (Online Learning Suite)	43	Research, #18
			Student/Teacher	ĺ			

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location
			Teacher Only	Narrative			
			Teacher Only	(Drop-down menu)			
			Teacher Only	(====			
			Teacher Only				
			Teacher Only				
(2) The student understands historical, theoretical, and research perspectives of human growth and development throughout the lifespan. The student is expected to:	(E) compare and contrast pedagogy and andragogy.	(i) compare and contrast pedagogy and andragogy.	Student/Teacher	Narrative	9781631265402 (Text) 9781683112426 (Online Learning Suite)	15-16	Chapter 1, "Pedagogy Versus Andragogy"
			Student/Teacher	Activity	9781631265402 (Text) 9781683112426 (Online Learning Suite)	17	Checkpoint, top of page, question #3
			Student/Teacher				
			Student/Teacher				
			Student/Teacher				
			Teacher Only	Narrative			
			Teacher Only	(Drop-down menu)			
			Teacher Only				
			Teacher Only				
			Teacher Only				
(3) The student understands the importance of prenatal care in the development of a child. The student is expected to:	(A) describe nutritional needs prior to and during pregnancy	(i) describe nutritional needs prior to pregnancy	Student/Teacher	Narrative	9781631265402 (Text) 9781683112426 (Online Learning Suite)	68	Chapter 4, "Care Before Pregnancy Occurs," third paragraph
			Student/Teacher	Activity	9781631265402 (Text) 9781683112426 (Online Learning Suite)	94	Critical Thinking, #2
			Student/Teacher	Narrative	9781631265402 (Text) 9781683112426 (Online Learning Suite)	70	Chapter 4, "Nutrition"
			Student/Teacher	Narrative	9781631265402 (Text) 9781683112426 (Online Learning Suite)	71	Health Connections Feature
			Student/Teacher				

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location
			Teacher Only	Narrative			
			Teacher Only	(Drop-down menu)			
			Teacher Only	()			
			Teacher Only				
			Teacher Only				
(3) The student understands the importance of prenatal care in the development of a child. The student is expected to:	(A) describe nutritional needs prior to and during pregnancy	(ii) describe nutritional needs during pregnancy	Student/Teacher	Narrative	9781631265402 (Text) 9781683112426 (Online Learning Suite)	70	Chapter 4, "Nutrition"
			Student/Teacher	Activity	9781631265402 (Text) 9781683112426 (Online Learning Suite)	94	Critical Thinking, #2
			Student/Teacher	Narrative	9781631265402 (Text) 9781683112426 (Online Learning Suite)	71	Health Connections Feature
			Student/Teacher Student/Teacher				
			Teacher Only	Narrative			
			Teacher Only	(Drop-down menu)			
			Teacher Only Teacher Only				
			Teacher Only				
(3) The student understands the importance of prenatal care in the development of a child. The student is expected to:	(B) analyze reasons for medical care and good health practices prior to and during pregnancy	(i) analyze reasons for medical care prior to pregnancy	Student/Teacher	Narrative	9781631265402 (Text) 9781683112426 (Online Learning Suite)	68	Chapter 4, "Care Before Pregnancy Occurs," 2nd paragraph
			Student/Teacher	Activity	9781631265402 (Text) 9781683112426 (Online Learning Suite)	94	Critical Thinking, #3
			Student/Teacher	Narrative	9781631265402 (Text) 9781683112426 (Online Learning Suite)	69	Safety Connections feature
			Student/Teacher				
			Student/Teacher				

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location
			Teacher Only	Narrative			
			Teacher Only	(Drop-down menu)			
			Teacher Only				
			Teacher Only				
			Teacher Only				
(3) The student understands the importance of prenatal care in the development of a child. The student is expected to:	(B) analyze reasons for medical care and good health practices prior to and during pregnancy	(ii) analyze reasons for medical care during pregnancy	Student/Teacher	Narrative	9781631265402 (Text) 9781683112426 (Online Learning Suite)	69-70	Chapter 4, "Medical Care"
			Student/Teacher	Activity	9781631265402 (Text) 9781683112426 (Online Learning Suite)	94	Critical Thinking, #3
			Student/Teacher	Narrative	9781631265402 (Text) 9781683112426 (Online Learning Suite)	69	Safety Connections feature
			Student/Teacher				
			Student/Teacher Teacher Only	Narrative			
			Teacher Only Teacher Only	(Drop-down menu)			
			Teacher Only				
			Teacher Only				
(3) The student understands the importance of prenatal care in the development of a child. The student is expected to:	(B) analyze reasons for medical care and good health practices prior to and during pregnancy	(iii) analyze reasons for good health practices prior to pregnancy	Student/Teacher	Narrative	9781631265402 (Text) 9781683112426 (Online Learning Suite)	68	Chapter 4, "Care Before Pregnancy Occurs"
			Student/Teacher	Activity	9781631265402 (Text) 9781683112426 (Online Learning Suite)	94	Critical Thinking, #3
			Student/Teacher	Activity	9781631265402 (Text) 9781683112426 (Online Learning Suite)	69	Checkpoint Questions #1-3
			Student/Teacher				
			Student/Teacher				

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location
			Teacher Only	Narrative			
			Teacher Only	(Drop-down menu)			
			Teacher Only	, ,			
			Teacher Only Teacher Only				
(3) The student understands the importance of prenatal care in the development of a child. The student is expected to:	(B) analyze reasons for medical care and good health practices prior to and during pregnancy	(iv) analyze reasons for good health practices during pregnancy	Student/Teacher	Narrative	9781631265402 (Text) 9781683112426 (Online Learning Suite)	69-71	Chapter 4, "Care During Pregnancy"
			Student/Teacher	Activity	9781631265402 (Text) 9781683112426 (Online Learning Suite)	94	Critical Thinking, #3
			Student/Teacher	Activity	9781631265402 (Text) 9781683112426 (Online Learning Suite)	94	Critical Thinking, #4
			Student/Teacher	Activity	9781631265402 (Text) 9781683112426 (Online Learning Suite)	95	Critical Thinking, #8
			Student/Teacher				
			Teacher Only	Narrative			
			Teacher Only	(Drop-down menu)			
			Teacher Only	(=:====================================			
			Teacher Only Teacher Only				
(3) The student understands the importance of prenatal care in the development of a child. The student is expected to:	(C) outline stages of prenatal development	(i) outline stages of prenatal development	Student/Teacher	Narrative	9781631265402 (Text) 9781683112426 (Online Learning Suite)	82-88	Chapter 4, "Stages of Prenatal Development"
			Student/Teacher	Activity	9781631265402 (Text) 9781683112426 (Online Learning Suite)	88	Checkpoint Questions #1-4
			Student/Teacher	Activity	9781631265402 (Text) 9781683112426 (Online Learning Suite)	95	Core Skills, #14
			Student/Teacher				
			Student/Teacher	1	1	l	

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location
			Teacher Only	Narrative			
			Teacher Only	(Drop-down menu)			
			Teacher Only				
			Teacher Only Teacher Only				
(3) The student understands the importance of prenatal care in the development of a child. The student is expected to:	(D) discuss the role of genetics in prenatal development	(i) discuss the role of genetics in prenatal development	Student/Teacher	Narrative	9781631265402 (Text) 9781683112426 (Online Learning Suite)	72-74	Chapter 4, "Genetic Disorders"
			Student/Teacher	Activity	9781631265402 (Text) 9781683112426 (Online Learning Suite)	82	Checkpoint Question #1
			Student/Teacher	Narrative	9781631265402 (Text) 9781683112426 (Online Learning Suite)	32-33	"How Does Biology Influence Development?"
			Student/Teacher	Activity	9781631265402 (Text) 9781683112426 (Online Learning Suite)	43	Core Skills, #16
			Student/Teacher	Í			
			Teacher Only	Narrative			
			Teacher Only	(Drop-down menu)			
			Teacher Only Teacher Only				
			Teacher Only				
(3) The student understands the importance of prenatal care in the development of a child. The student is expected to:	(E) determine environmental factors affecting development of the fetus	(i) determine environmental factors affecting development of the fetus	Student/Teacher	Narrative	9781631265402 (Text) 9781683112426 (Online Learning Suite)	76-81	Chapter 4, "Environmental Factors"
			Student/Teacher	Activity	9781631265402 (Text) 9781683112426 (Online Learning Suite)	95	Core Skills #17
			Student/Teacher	Activity	9781631265402 (Text) 9781683112426 (Online Learning Suite)	82	Checkpoint Questions #4-5

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location
			Student/Teacher	Narrative	9781631265402 (Text) 9781683112426 (Online Learning Suite)	33-37	"How Does Environement Influence Development?"
			Student/Teacher				
			Teacher Only	Narrative			
			Teacher Only	(Drop-down menu)			
			Teacher Only Teacher Only				
			Teacher Only Teacher Only				-
			reactier Only				
(4) The student understands the development of children ages newborn through two years. The student is expected to:	(A) analyze the physical, emotional, social, and cognitive development of infants and toddlers	(i) analyze the physical development of infants	Student/Teacher	Narrative	9781631265402 (Text) 9781683112426 (Online Learning Suite)	105-111	Chapter 5, "Physical Qualities and Changes"
			Student/Teacher	Activity	9781631265402 (Text) 9781683112426 (Online Learning Suite)	118	Critical Thinking, #11
			Student/Teacher	Activity	9781631265402 (Text) 9781683112426 (Online Learning Suite)	115	Checkpoint, #2-5
			Student/Teacher	Activity	9781631265402 (Text) 9781683112426 (Online Learning Suite)	119	Research, #22-23
			Student/Teacher				
			Teacher Only	Narrative			
			Teacher Only	(Drop-down menu)			
			Teacher Only Teacher Only				
			Teacher Only				
(4) The student understands the development of children ages newborn through two years. The student is expected to:	(A) analyze the physical, emotional, social, and cognitive development of infants and toddlers	(ii) analyze the physical development of toddlers	Student/Teacher	Narrative	9781631265402 (Text) 9781683112426 (Online Learning Suite)	122-126	Chapter 6, "Physical Qualities and Changes"
			Student/Teacher	Activity	9781631265402 (Text) 9781683112426 (Online Learning Suite)	139	Critical Thinking, #9

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location
					9781631265402		
			Student/Teacher		(Text) 9781683112426	126	Checkpoint #2-4
				Activity	(Online Learning Suite)		·
					9781631265402 (Text)		
			Student/Teacher		9781683112426 (Online Learning Suite)	139	Core Skills, #19
			Student/Teacher	Activity	(Offilite Learning Suite)		
			Student reacher				
			Teacher Only	Narrative			
			Teacher Only Teacher Only	(Drop-down menu)			
			Teacher Only				
			Teacher Only				
(4) The student understands the development of children ages newborn through two years. The student is expected to:	(A) analyze the physical, emotional, social, and cognitive development of infants and toddlers	(iii) analyze the emotional development of infants	Student/Teacher	Narrative	9781631265402 (Text) 9781683112426 (Online Learning Suite)	114-115	Chapter 5, "Signs of Socio-emotional Growth"
					9781631265402 (Text)		
			Student/Teacher	Activity	9781683112426 (Online Learning Suite)	118	Critical Thinking, #11
					9781631265402 (Text)		
			Student/Teacher		9781683112426 (Online Learning Suite)	102	Chapter 5, "Bonding"
			Student/Teacher	Narrative			
			Student/Teacher				
			Teacher Only	Narrative			
			Teacher Only Teacher Only	(Drop-down menu)			
			Teacher Only Teacher Only				
			,				
(4) The student understands the development of children ages newborn through two years. The student is expected to:	(A) analyze the physical, emotional, social, and cognitive development of infants and toddlers	(iv) analyze the emotional development of toddlers	Student/Teacher	Narrative	9781631265402 (Text) 9781683112426 (Online Learning Suite)	130-135	Chapter 6, "Signs of Socio-Emotional Growth"
					9781631265402		
			Student/Teacher	Activity	(Text) 9781683112426 (Online Learning Suite)	139	Critical Thinking, #9
			Student/Teacher				

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location
			Student/Teacher				
			Student/Teacher				
			Teacher Only	Narrative			
			Teacher Only	(Drop-down menu)			
			Teacher Only	, ,,			
			Teacher Only				
			Teacher Only				
(4) The student understands the development of children ages newborn through two years. The student is expected to:	(A) analyze the physical, emotional, social, and cognitive development of infants and toddlers	(v) analyze the social development of infants	Student/Teacher	Narrative	9781631265402 (Text) 9781683112426 (Online Learning Suite)	114-115	Chapter 5, "Signs of Socio-emotional Growth"
			Student/Teacher	Activity	9781631265402 (Text) 9781683112426 (Online Learning Suite)	118	Critical Thinking, #11
			Student/Teacher	Activity	9781631265402 (Text) 9781683112426 (Online Learning Suite)	115	Checkpoint, #8
			Student/Teacher	rounty			
			Student/Teacher				
			Teacher Only	Narrative			
			Teacher Only	(Drop-down menu)			
			Teacher Only	, , , , , , , , , , , , , , , , , , , ,			
			Teacher Only Teacher Only				
(4) The student understands the development of children ages newborn through two years. The student is expected to:	(A) analyze the physical, emotional, social, and cognitive development of infants and toddlers	(vi) analyze the social development of toddlers	Student/Teacher	Narrative	9781631265402 (Text) 9781683112426 (Online Learning Suite)	130-135	Chapter 6, "Signs of Socio-Emotional Growth"
			Student/Teacher	Activity	9781631265402 (Text) 9781683112426 (Online Learning Suite)	139	Critical Thinking, #9
			Student/Teacher	Activity	9781631265402 (Text) 9781683112426 (Online Learning Suite)	139	Research, #20
			Student/Teacher				
			Student/Teacher				

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location
			Teacher Only	Narrative			
			Teacher Only	(Drop-down menu)			
			Teacher Only				
			Teacher Only				
			Teacher Only				
(4) The student understands the development of children ages newborn through two years. The student is expected to:	(A) analyze the physical, emotional, social, and cognitive development of infants and toddlers	(vii) analyze the cognitive development of infants	Student/Teacher	Narrative	9781631265402 (Text) 9781683112426 (Online Learning Suite)	111-113	Chapter 5, "Signs of Cognitive Growth"
			Student/Teacher	Activity	9781631265402 (Text) 9781683112426 (Online Learning Suite)	118	Critical Thinking, #11
			Student/Teacher	Activity	9781631265402 (Text) 9781683112426 (Online Learning Suite)	115	Checkpoint, #6
			Student/Teacher				
			Student/Teacher Teacher Only	Narrative			
			Teacher Only	(Drop-down menu)			
			Teacher Only Teacher Only				
			Teacher Only				
(4) The student understands the development of children ages newborn through two years. The student is expected to:	(A) analyze the physical, emotional, social, and cognitive development of infants and toddlers	(viii) analyze the cognitive development of toddlers	Student/Teacher	Narrative	9781631265402 (Text) 9781683112426 (Online Learning Suite)	126, 128-130	Chapter 6, "Signs of Cognitive Growth"
			Student/Teacher	Activity	9781631265402 (Text) 9781683112426 (Online Learning Suite)	139	Critical Thinking, #9
			Student/Teacher	Activity	9781631265402 (Text) 9781683112426 (Online Learning Suite)	130	Checkpoint #3
			Student/Teacher	ĺ			
			Student/Teacher				

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location
			Teacher Only	Narrative			
			Teacher Only	(Drop-down menu)			
			Teacher Only	(Brop down mond)			
			Teacher Only				
			Teacher Only				
(4) The student understands the development of children ages newborn through two years. The student is expected to:	(B) analyze various developmental theories relating to infants and toddlers	(i) analyze various developmental theories relating to infants	Student/Teacher	Narrative	9781631265402 (Text) 9781683112426 (Online Learning Suite)	111-113	Chapter 5, "Signs of Cognitive Growth"
			Student/Teacher	Activity	9781631265402 (Text) 9781683112426 (Online Learning Suite)	119	Core Skills, #16
			Student/Teacher	Narrative	9781631265402 (Text) 9781683112426 (Online Learning Suite)	114	Second paragraph
			Student/Teacher	Activity	9781631265402 (Text) 9781683112426 (Online Learning Suite)	115	Checkpoint #6-7
			Student/Teacher	riouvity			
			Teacher Only	Narrative			
			Teacher Only	(Drop-down menu)			
			Teacher Only	(a.ap aa			
			Teacher Only				
			Teacher Only				
(4) The student understands the development of children ages newborn through two years. The student is expected to:	(B) analyze various developmental theories relating to infants and toddlers	(ii) analyze various developmental theories relating to toddlers	Student/Teacher	Narrative	9781631265402 (Text) 9781683112426 (Online Learning Suite)	128	Chapter 6, first three paragraphs
			Student/Teacher	Activity	9781631265402 (Text) 9781683112426 (Online Learning Suite)	139	Core Skills, #15
			Student/Teacher	Narrative	9781631265402 (Text) 9781683112426 (Online Learning Suite)	130	Paragraph 2

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location
					9781631265402 (Text)		
			Student/Teacher	A akinda a	9781683112426 (Online Learning Suite)	130	Checkpoint, #2
			Student/Teacher	Activity			
			Teacher Only	Narrative			
			reaction Only	Ivaliative			
			To a box Oak	(Dans dans and			
			Teacher Only Teacher Only	(Drop-down menu)			
			Teacher Only				
			Teacher Only				
(4) The student understands the development of children	(0)				9781631265402		
ages newborn through two years. The student is	(C) discuss the influences of the family and society on the infant and toddler	(i) discuss the influences of the family on the infant	Student/Teacher	Narrative	(Text) 9781683112426	114-115	Chapter 5, "Relationships with Caregivers and Family"
expected to:	the mant and todater				(Online Learning Suite)		
					9781631265402		
			0		(Text)	440	0.111.1.771.1.1
			Student/Teacher	Activity	9781683112426 (Online Learning Suite)	119	Critical Thinking, #13
					_		
					9781631265402		
			Student/Teacher		(Text) 9781683112426	102-104	"Bringing Baby Home"
					(Online Learning Suite)		3 3 - 3 - 1
			Student/Teacher	Narrative			
			Student/Teacher				
			Teacher Only	Narrative			
			Teacher Only	(Drop-down menu)			
			Teacher Only	(Drop down menu)			
			Teacher Only				
			Teacher Only				
					9781631265402		
(4) The student understands the development of children	(C) discuss the influences of the family and society on				9781631265402 (Text)		
ages newborn through two years. The student is expected to:	the infant and toddler	(ii) discuss the influences of the family on the toddler	Student/Teacher	Narrative	9781683112426	131-132	Chapter 6, "Relationships with Caregivers and Family"
expected to:					(Online Learning Suite)		
					9781631265402 (Text)		
			Student/Teacher	Activity	9781683112426	139	Critical Thinking, #11
					(Online Learning Suite)		
			Student/Teacher				
			Student/Teacher				
			Student/Teacher				

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location
Thie medge and Chine Statement	Ciddent Expediation	Broanout	nom type	Ollation Type	Component logic	1 age (5)	
			Teacher Only	Narrative			
			Teacher Only	(Drop-down menu)			
			Teacher Only Teacher Only				
			Teacher Only				
(4) The student understands the development of children ages newborn through two years. The student is expected to:	(C) discuss the influences of the family and society on the infant and toddler	(iii) discuss the influences of society on the infant	Student/Teacher	Narrative	9781631265402 (Text) 9781683112426 (Online Learning Suite)	114-115	Chapler 5, "Signs of Socio-emotional Growth"
			Student/Teacher	Activity	9781631265402 (Text) 9781683112426 (Online Learning Suite)	119	Critical Thinking, #13
			Student/Teacher Student/Teacher				
			Student/Teacher				
			Teacher Only	Narrative			
			Teacher Only	(Drop-down menu)			
			Teacher Only Teacher Only				
			Teacher Only				
(4) The student understands the development of children ages newborn through two years. The student is expected to:	(C) discuss the influences of the family and society on the infant and toddler	(iv) discuss the influences of society on the toddler	Student/Teacher	Narrative	9781631265402 (Text) 9781683112426 (Online Learning Suite)	135	Chapter 6, "Cultural and Societal Influences"
			Student/Teacher	Activity	9781631265402 (Text) 9781683112426 (Online Learning Suite)	139	Critical Thinking, #11
			Student/Teacher Student/Teacher				
			Student/Teacher				
			Teacher Only	Narrative			
			Teacher Only Teacher Only	(Drop-down menu)			
			Teacher Only				
			Teacher Only				

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location
(4) The student understands the development of children ages newborn through two years. The student is expected to:	(D) summarize strategies for optimizing the development of infants and toddlers, including those with special needs	(i) summarize strategies for optimizing the development of infants, including those with special needs	Student/Teacher	Narrative	9781631265402 (Text) 9781683112426 (Online Learning Suite)	116	Chapter 5, "Special Needs"
			Student/Teacher	Activity	9781631265402 (Text) 9781683112426 (Online Learning Suite)	118	Critical Thinking, #12
			Student/Teacher	Narrative	9781631265402 (Text) 9781683112426 (Online Learning Suite)	100-115	Chapter 5, starting with "Neonates"
			Student/Teacher	Activity	9781631265402 (Text) 9781683112426 (Online Learning Suite)	116	Checkpoint #3
			Student/Teacher				
			Teacher Only	Narrative			
			Teacher Only	(Drop-down menu)			
			Teacher Only Teacher Only				
			Teacher Only				
(4) The student understands the development of children ages newborn through two years. The student is expected to:	(D) summarize strategies for optimizing the development of infants and toddlers, including those with special needs	(ii) summarize strategies for optimizing the development of toddlers, including those with special needs	Student/Teacher	Narrative	9781631265402 (Text) 9781683112426 (Online Learning Suite)	135-137	Chapter 6, "Special Needs"
			Student/Teacher	Activity	9781631265402 (Text) 9781683112426 (Online Learning Suite)	139	Critical Thinking, #10
			Student/Teacher	Narrative	9781631265402 (Text) 9781683112426 (Online Learning Suite)	122-136	Chapter 6, starting with "Physical Qualities and Changes"
			Student/Teacher				
			Student/Teacher Teacher Only	Narrative			
			Ŧ 1 6 1	(D)	1		
			Teacher Only	(Drop-down menu)			
			Teacher Only	(Drop-down menu)			
				(Drop-aown menu)			

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location
(4) The student understands the development of children ages newborn through two years. The student is expected to:	(E) determine techniques that promote the health and safety of infants and toddlers	(i) determine techniques that promote the health of infants	Student/Teacher	Narrative	9781631265402 (Text) 9781683112426 (Online Learning Suite)	109-111	Chapter 5, starting with "Nutrition"
			Student/Teacher	Activity	9781631265402 (Text) 9781683112426 (Online Learning Suite)	119	Critical Thinking, #14
			Student/Teacher	Narrative	9781631265402 (Text) 9781683112426 (Online Learning Suite)	100-102	Chapter 5, "Neonate Assessment"
			Student/Teacher	Narrative	9781631265402 (Text) 9781683112426 (Online Learning Suite)	103	Health Connections Feature
			Student/Teacher	Narrative	9781631265402 (Text) 9781683112426 (Online Learning Suite)	106	Health Connections Feature
			Teacher Only	Narrative			
			Teacher Only	(Drop-down menu)			
			Teacher Only Teacher Only				
			Teacher Only				
(4) The student understands the development of children ages newborn through two years. The student is expected to:	(E) determine techniques that promote the health and safety of infants and toddlers	(ii) determine techniques that promote the health of toddlers	Student/Teacher	Narrative	9781631265402 (Text) 9781683112426 (Online Learning Suite)	124-126	Chapter 6, starting with "Nutrition"
			Student/Teacher	Activity	9781631265402 (Text) 9781683112426 (Online Learning Suite)	139	Critical Thinking, #12
			Student/Teacher	Narrative	9781631265402 (Text) 9781683112426 (Online Learning Suite)	124	Health Connections Feature
			Student/Teacher	Narrative	9781631265402 (Text) 9781683112426 (Online Learning Suite)	134	Health Connections Feature
	_		Student/Teacher	Activity	9781631265402 (Text) 9781683112426 (Online Learning Suite)	126	Checkpoint Questions #3-5

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location
			Teacher Only	Narrative			
			Teacher Only	(Drop-down menu)			
			Teacher Only				
			Teacher Only				
			Teacher Only				
(4) The student understands the development of children ages newborn through two years. The student is expected to:	(E) determine techniques that promote the health and safety of infants and toddlers	(iii) determine techniques that promote the safety of infants	Student/Teacher	Narrative	9781631265402 (Text) 9781683112426 (Online Learning Suite)	110	Safety Connections Feature
			Student/Teacher	Activity	9781631265402 (Text) 9781683112426 (Online Learning Suite)	119	Critical Thinking, #14
			Student/Teacher	Narrative	9781631265402 (Text) 9781683112426 (Online Learning Suite)	102	Chapter 5, "Bringing Baby Home"
			Student/Teacher	Narrative	9781631265402 (Text) 9781683112426 (Online Learning Suite)	107	Health Connections Feature
			Student/Teacher	Harrano			
			Teacher Only	Narrative			
			Teacher Only	(Drop-down menu)			
			Teacher Only	(map manning)			
			Teacher Only				
			Teacher Only				
(4) The student understands the development of children ages newborn through two years. The student is expected to:	(E) determine techniques that promote the health and safety of infants and toddlers	(iv) determine techniques that promote the safety of toddlers	Student/Teacher	Narrative	9781631265402 (Text) 9781683112426 (Online Learning Suite)	123	Safety Connections Feature
			Student/Teacher	Activity	9781631265402 (Text) 9781683112426 (Online Learning Suite)	139	Critical Thinking, #12
			Student/Teacher	Activity	9781631265402 (Text) 9781683112426 (Online Learning Suite)	138	Critical Thinking, #1

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location
			Student/Teacher	Narrative	9781631265402 (Text) 9781683112426 (Online Learning Suite)	123	Chapter 6, "Motor Skills"
			Student/Teacher				
			Teacher Only	Narrative			
			Teacher Only	(Drop-down menu)			
			Teacher Only				
			Teacher Only Teacher Only				
			reacher Only				
(4) The student understands the development of children ages newborn through two years. The student is expected to:	(F) determine developmentally appropriate guidance techniques for children in the first two years of life	(i) determine developmentally appropriate guidance techniques for children in the first two years of life	Student/Teacher	Narrative	9781631265402 (Text) 9781683112426 (Online Learning Suite)	132-133	Chapter 6, "Developmentally Appropriate Guidance Techniques"
			Student/Teacher	Activity	9781631265402 (Text) 9781683112426 (Online Learning Suite)	138	Critical Thinking, #6
			Student/Teacher	Activity	9781631265402 (Text) 9781683112426 (Online Learning Suite)	135	Checkpoint Question #4
			Student/Teacher Student/Teacher				
			Teacher Only	Narrative			
			Teacher Only	(Drop-down menu)			
			Teacher Only Teacher Only				_
			Teacher Only				
(5) The student understands the development of children ages three through five years. The student is expected to:	(A) analyze the physical, emotional, social, and cognitive development of preschoolers	(i) analyze the physical development of preschoolers	Student/Teacher	Narrative	9781631265402 (Text) 9781683112426 (Online Learning Suite)	142-150	Chapter 7, "Physical Characteristics and Growth"
			Student/Teacher	Activity	9781631265402 (Text) 9781683112426 (Online Learning Suite)	168	Critical Thinking, #9
			Student/Teacher	Activity	9781631265402 (Text) 9781683112426 (Online Learning Suite)	151	Checkpoint, #1-3
			Student/Teacher	, wavity			

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location
			Student/Teacher Teacher Only	Narrative			
			Teacher Only Teacher Only Teacher Only Teacher Only Teacher Only	(Drop-down menu)			
(5) The student understands the development of children ages three through five years. The student is expected to:	(A) analyze the physical, emotional, social, and cognitive development of preschoolers	(ii) analyze the emotional development of preschoolers	Student/Teacher	Narrative	9781631265402 (Text) 9781683112426 (Online Learning Suite)	157-164	Chapter 7, "Socio-emotional Characteristics and Growth"
			Student/Teacher	Activity	9781631265402 (Text) 9781683112426 (Online Learning Suite)	168	Critical Thinking, #9
			Student/Teacher	Activity	9781631265402 (Text) 9781683112426 (Online Learning Suite)	164	Checkpoint #1
			Student/Teacher Student/Teacher				
			Teacher Only	Narrative			
			Teacher Only	(Drop-down menu)			
			Teacher Only	,			
			Teacher Only Teacher Only				
(5) The student understands the development of children ages three through five years. The student is expected to:	(A) analyze the physical, emotional, social, and cognitive development of preschoolers	(iii) analyze the social development of preschoolers	Student/Teacher	Narrative	9781631265402 (Text) 9781683112426 (Online Learning Suite)	157-164	Chapter 7, "Socio-emotional Characteristics and Growth"
			Student/Teacher	Activity	9781631265402 (Text) 9781683112426 (Online Learning Suite)	168	Critical Thinking, #9
			Student/Teacher	Activity	9781631265402 (Text) 9781683112426 (Online Learning Suite)	164	Checkpoint #2
			Student/Teacher				
			Student/Teacher				

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location
			Teacher Only	Narrative			
			Teacher Only	(Drop-down menu)			
			Teacher Only Teacher Only				
			Teacher Only				
(5) The student understands the development of children ages three through five years. The student is expected to:	(A) analyze the physical, emotional, social, and cognitive development of preschoolers	(iv) analyze the cognitive development of preschoolers	Student/Teacher	Narrative	9781631265402 (Text) 9781683112426 (Online Learning Suite)	151-157	Chapter 7, "Cognitive Characteristics and Growth"
			Student/Teacher	Activity	9781631265402 (Text) 9781683112426 (Online Learning Suite)	168	Critical Thinking, #9
			Student/Teacher	Activity	9781631265402 (Text) 9781683112426 (Online Learning Suite)	157	Checkpoint, #1-5
			Student/Teacher	Activity	9781631265402 (Text) 9781683112426 (Online Learning Suite)	169	Research, #23
			Student/Teacher	·			
			Teacher Only	Narrative			
			Teacher Only	(Drop-down menu)			
			Teacher Only				
			Teacher Only Teacher Only		1		
(5) The student understands the development of children ages three through five years. The student is expected to:	(B) analyze various developmental theories relating to preschoolers	(i) analyze various developmental theories relating to preschoolers	Student/Teacher	Narrative	9781631265402 (Text) 9781683112426 (Online Learning Suite)	151-157	Chapter 7, "Cognitive Characteristics and Growth"
			Student/Teacher	Activity	9781631265402 (Text) 9781683112426 (Online Learning Suite)	169	Core Skills, #15
			Student/Teacher	Activity	9781631265402 (Text) 9781683112426 (Online Learning Suite)	157	Checkpoint questions #1-5

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location
			Student/Teacher	Narrative	9781631265402 (Text) 9781683112426 (Online Learning Suite)	157	Figure 7-14, "Cognitive Characteristics and Growth"
			Student/Teacher				
			Teacher Only	Narrative			
			Teacher Only	(Drop-down menu)			
			Teacher Only				
			Teacher Only Teacher Only				
			reacher Only				
(5) The student understands the development of children ages three through five years. The student is expected to:	(C) discuss the influences of the family and society on preschoolers	(i) discuss the influences of the family on preschoolers	Student/Teacher	Narrative	9781631265402 (Text) 9781683112426 (Online Learning Suite)	158-159	Chapter 7, "Family Relationships"
			Student/Teacher	Activity	9781631265402 (Text) 9781683112426 (Online Learning Suite)	169	Critical Thinking, #11
			Student/Teacher				
			Student/Teacher				
			Student/Teacher Teacher Only	Narrative			
			Teacher Only	(Drop-down menu)			
			Teacher Only Teacher Only				
			Teacher Only				
(5) The student understands the development of children ages three through five years. The student is expected to:	(C) discuss the influences of the family and society on preschoolers	(ii) discuss the influences of society on preschoolers	Student/Teacher	Narrative	9781631265402 (Text) 9781683112426 (Online Learning Suite)	163-164	Chapter 7, "Cultural and Societal Influences"
			Student/Teacher	Activity	9781631265402 (Text) 9781683112426 (Online Learning Suite)	169	Critical Thinking, #11
			Student/Teacher				
			Student/Teacher Student/Teacher				
			Strinetin Leacuet		<u> </u>		<u> </u>

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location
			Teacher Only	Narrative			
			Teacher Only	(Drop-down menu)			
			Teacher Only Teacher Only				
			Teacher Only				
(5) The student understands the development of children ages three through five years. The student is expected to:	(D) summarize strategies for optimizing the development of preschoolers, including those with special needs	(i) summarize strategies for optimizing the development of preschoolers, including those with special needs	Student/Teacher	Narrative	9781631265402 (Text) 9781683112426 (Online Learning Suite)	142-164	Chapter 7, starting with "Physical Characteristics and Growth"
			Student/Teacher	Activity	9781631265402 (Text) 9781683112426 (Online Learning Suite)	168	Critical Thinking, #10
			Student/Teacher	Narrative	9781631265402 (Text) 9781683112426 (Online Learning Suite)	164-166	"Special Needs"
			Student/Teacher	Activity	9781631265402 (Text) 9781683112426 (Online Learning Suite)	168	Critical Thinking, #8
			Student/Teacher				
			Teacher Only	Narrative			
			Teacher Only	(Drop-down menu)			
			Teacher Only				
			Teacher Only Teacher Only				
(5) The student understands the development of children ages three through five years. The student is expected to:	(E) determine techniques that promote the health and safety of preschoolers	(i) determine techniques that promote the health of preschoolers	Student/Teacher	Narrative	9781631265402 (Text) 9781683112426 (Online Learning Suite)	144-150	Chapter 7, starting with "Nutrition"
			Student/Teacher	Activity	9781631265402 (Text) 9781683112426 (Online Learning Suite)	169	Critical Thinking, #12
			Student/Teacher	Activity	9781631265402 (Text) 9781683112426 (Online Learning Suite)	151	Checkpoint Questions #6

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Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location
			Student/Teacher	Narrative	9781631265402 (Text) 9781683112426 (Online Learning Suite)	153	Health Connections Feature
			Student/Teacher	Narrative	9781631265402 (Text) 9781683112426 (Online Learning Suite)	164-166	Chapter 7, "Special Needs"
			Teacher Only	Narrative			
			Teacher Only	(Drop-down menu)			
			Teacher Only Teacher Only				
			Teacher Only				
(5) The student understands the development of children ages three through five years. The student is expected to:	(E) determine techniques that promote the health and safety of preschoolers and	(ii) determine techniques that promote the safety of preschoolers	Student/Teacher	Narrative	9781631265402 (Text) 9781683112426 (Online Learning Suite)	146	Safety Connections Feature
			Student/Teacher	Activity	9781631265402 (Text) 9781683112426 (Online Learning Suite)	169	Critical Thinking, #12
			Student/Teacher	Narrative	9781631265402 (Text) 9781683112426 (Online Learning Suite)	150	Health Connections Feature
			Student/Teacher	Narrative	9781631265402 (Text) 9781683112426 (Online Learning Suite)	162	Safety Connections Feature
			Student/Teacher				
			Teacher Only	Narrative			
			Teacher Only	(Drop-down menu)			
			Teacher Only	, ,			
			Teacher Only Teacher Only				
(5) The student understands the development of children ages three through five years. The student is expected to:	(F) determine developmentally appropriate guidance techniques for preschoolers.	(i) determine developmentally appropriate guidance techniques for preschoolers.	Student/Teacher	Narrative	9781631265402 (Text) 9781683112426 (Online Learning Suite)	159-161	Chapter 7, "Developmentally Appropriate Guidance Techniques"

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location
			Student/Teacher	Activity	9781631265402 (Text) 9781683112426 (Online Learning Suite)	169	Critical Thinking, #13
			Student/Teacher	Activity	9781631265402 (Text) 9781683112426 (Online Learning Suite)	164	Checkpoint Question #3
			Student/Teacher	1			
			Student/Teacher Teacher Only	Narrative			
			Teacher Only	(Drop-down menu)			
			Teacher Only	(=:====================================			
			Teacher Only Teacher Only				
			reacher Only				
(6) The student understands the development of children ages six through ten years. The student is expected to:	(A) analyze the physical, emotional, social, and cognitive development of children in the early to middle childhood stage of development	(i) analyze the physical development of children in the early to middle childhood stage of development	Student/Teacher	Narrative	9781631265402 (Text) 9781683112426 (Online Learning Suite)	174-183	Chapter 8, "Physical Characteristics and Growth"
			Student/Teacher	Activity	9781631265402 (Text) 9781683112426 (Online Learning Suite)	202	Critical Thinking, #1
			Student/Teacher	Activity	9781631265402 (Text) 9781683112426 (Online Learning Suite)	183	Checkpoint #1-2
			Student/Teacher Student/Teacher				
			Teacher Only	Narrative			
			Teacher Only	(Drop-down menu)			
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			Teacher Only Teacher Only				
(6) The student understands the development of children ages six through ten years. The student is expected to:	(A) analyze the physical, emotional, social, and cognitive development of children in the early to middle childhood stage of development	(ii) analyze the emotional development of children in the early to middle childhood stage of development	Student/Teacher	Narrative	9781631265402 (Text) 9781683112426 (Online Learning Suite)	191-199	Chapter 8, "Socio-emotional Characteristics and Growth"
			Student/Teacher	Activity	9781631265402 (Text) 9781683112426 (Online Learning Suite)	202	Critical Thinking, #1

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location
					9781631265402		
			Student/Teacher		(Text) 9781683112426	199	Checkpoint #1
			Student reaction		(Online Learning Suite)	177	опескропи и
			Student/Teacher	Activity			
			Student/Teacher				
			Teacher Only	Narrative			
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(6) The student understands the development of children	(A) analyze the physical, emotional, social, and cognitive	(iii) analyze the social development of children in the			9781631265402 (Text)		
ages six through ten years. The student is expected to:	development of children in the early to middle childhood stage of development	early to middle childhood stage of development	Student/Teacher	Narrative	9781683112426	191-199	Chapter 8, "Socio-emotional Characteristics and Growth"
	stage of development				(Online Learning Suite)		
					9781631265402		
					(Text)		
			Student/Teacher	Activity	9781683112426	202	Critical Thinking, #1
					(Online Learning Suite)		
					9781631265402		
			Student/Teacher		(Text) 9781683112426	199	Checkpoint #2-3
					(Online Learning Suite)		
			Student/Teacher	Activity			
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			Teacher Only	Narrative			
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			Teacher Only Teacher Only	(Drop-down menu)			
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					9781631265402		
(6) The student understands the development of children	 (A) analyze the physical, emotional, social, and cognitive development of children in the early to middle childhood 	(iv) analyze the cognitive development of children in the	Student/Teacher	Narrative	(Text)	183-191	Chapter 8 "Cognitive Characteristics and Growth"
ages six through ten years. The student is expected to:	stage of development	early to middle childhood stage of development	Student reaction	Ivairative	9781683112426	103-171	Chapter of Cognitive Characteristics and Growth
					(Online Learning Suite)		
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			Student/Teacher	Activity	9781683112426 (Online Learning Suite)	202	Critical Thinking, #1
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					9781631265402 (Text)		
			Student/Teacher		9781683112426	191	Checkpoint #3
				Activity	(Online Learning Suite)		
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SolverTeacher Teacher City T	Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location
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8) The subdert understance the development of children's ages of through live years. The student's expected by contract product of the product of children's ages of contract posterior of contract product of the product of children's ages of contract posterior of contract product of the product of children's ages of contract posterior of contract product of the product of children's product of the product of children's ages of contract posterior of contract product of the product of children's ages of contract posterior of children's ages of ch								
StudentTreacher Activity StudentTreacher StudentTreacher StudentTreacher Activity StudentTreacher StudentTreacher StudentTreacher StudentTreacher StudentTreacher StudentTreacher Activity StudentTreacher StudentTre	(6) The student understands the development of children ages six through ten years. The student is expected to:	children in the early to middle childhood stage of	children in the early to middle childhood stage of	Student/Teacher	Narrative	(Text) 9781683112426	184-186	Chapter 8, starting with "Piaget's Concrete Operational Stage"
Sudent/Teacher Sudent/Teacher				Student/Teacher	Activity	(Text) 9781683112426	203	Core Skills, #14
Student/Teacher Student/Teacher Student/Teacher Student/Teacher Student/Teacher Student/Teacher Student/Teacher Student/Teacher Teacher Only Narrative Teacher Only Narrative Teacher Only Tea				Student/Teacher	Activity	(Text) 9781683112426 (Online Learning Suite)	191	Checkpoint Questions #1, 5
Student/Teacher Studen				Student/Teacher	Activity	(Text) 9781683112426 (Online Learning Suite)	199	Checkpoint Question #1
Composition				Student/Teacher	Narrative	(Text) 9781683112426	191-192	"Social-emotional Characteristics and Growth"
Teacher Only Teach				,				
Teacher Only (6) The student understands the development of children ages six through ten years. The student is expected to: (C) discuss the influences of the family and society on children in the early to middle childhood stage of development (C) discuss the influences of the family on children in the early to middle childhood stage of development (B) Teacher Only Teacher Only Teacher Only Student/Teacher Student/Teacher Student/Teacher Activity 781631265402 (Text) 9781631265402 (Text) 194 Chapter 8, "Family Relationships" and the carry to middle childhood stage of development and the carry to middle childhood stage of development and the carry to middle childhood stage of development and the carry to middle childhood stage of development and the carry to middle childhood stage of development and the carry to middle childhood stage of development and the carry to middle childhood stage of development and the carry to middle childhood stage of development and the carry to middle childhood stage of development and the carry to middle childhood stage of development and the carry to middle childhood stage of development and the carry to middle childhood stage of development and the carry to middle childhood stage of development and the carry to middle childhood stage of development and the carry to middle childhood stage of development and the carry to middle childho					(Drop-down menu)			
(6) The student understands the development of children ages six through ten years. The student is expected to: (C) discuss the influences of the family and society on children in the early to middle childhood stage of development (I) discuss the influences of the family on children in the early to middle childhood stage of development (I) discuss the influences of the family on children in the early to middle childhood stage of development (I) discuss the influences of the family on children in the early to middle childhood stage of development (I) discuss the influences of the family on children in the early to middle childhood stage of development (I) discuss the influences of the family on children in the early to middle childhood stage of development (I) discuss the influences of the family on children in the early to middle childhood stage of development (I) discuss the influences of the family on children in the early to middle childhood stage of development (I) discuss the influences of the family on children in the early to middle childhood stage of development (I) discuss the influences of the family on children in the early to middle childhood stage of development (I) discuss the influences of the family on children in the early to middle childhood stage of development (I) discuss the influences of the family on children in the early to middle childhood stage of development (I) discuss the influences of the family on children in the early to middle childhood stage of development (I) discuss the influences of the family on children in the early to middle childhood stage of development (I) discuss the influences of the family on children in the early to middle childhood stage of development (I) discuss the influences of the family on children in the early to middle childhood stage of development (I) discuss the influences of the family on children in the early to middle childhood stage of the family on children in the early to middle childhood stage of the family on children in the ear				Teacher Only				
Student/Teacher Activity (Text) 9781683112426 (Online Learning Suite) Student/Teacher	(6) The student understands the development of children ages six through ten years. The student is expected to:	children in the early to middle childhood stage of			Narrative	(Text) 9781683112426 (Online Learning Suite)	194	Chapter 8, "Family Relationships"
					Activity	(Text) 9781683112426	202	Critical Thinking, #4
Student/Teacher				Student/Teacher Student/Teacher				

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location
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			Student/Teacher				
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			Teacher Only	Narrative			
			Teacher Only Teacher Only	(Drop-down menu)			
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(6) The student understands the development of children ages six through ten years. The student is expected to:	(C) discuss the influences of the family and society on children in the early to middle childhood stage of development	(ii) discuss the influences of society on children in the early to middle childhood stage of development	Student/Teacher	Narrative	9781631265402 (Text) 9781683112426 (Online Learning Suite)	198-199	Chapter 8, "Cultural and Societal Influences"
					9781631265402		
			Student/Teacher	Activity	(Text) 9781683112426 (Online Learning Suite)	202	Critical Thinking, #4
			Student/Teacher				
			Student/Teacher Student/Teacher				
			Studenti reacher				
			Teacher Only	Narrative			
			Teacher Only	(Drop-down menu)			
			Teacher Only				
			Teacher Only Teacher Only				
			reaction only				
(6) The student understands the development of children ages six through ten years. The student is expected to:	(D) summarize strategies for optimizing the development of children in the early to middle childhood stage of development, including those with special needs	(i) summarize strategies for optimizing the development of children in the early to middle childhood stage of development, including those with special needs	Student/Teacher	Narrative	9781631265402 (Text) 9781683112426 (Online Learning Suite)	172-201	Chapter 8, starting with first paragraph
			Student/Teacher	Activity	9781631265402 (Text) 9781683112426 (Online Learning Suite)	202	Critical Thinking, #3
			Student/Teacher				
			Student/Teacher Student/Teacher				
			Teacher Only	Narrative			
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Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location
(6) The student understands the development of children ages six through ten years. The student is expected to:	(E) determine techniques that promote the health and safety of children in the early to middle childhood stage of development	(i) determine techniques that promote the health of children in the early to middle childhood stage of development	Student/Teacher	Narrative	9781631265402 (Text) 9781683112426 (Online Learning Suite)	177-183	Chapter 8, starting with "Nutrition"
			Student/Teacher	Activity	9781631265402 (Text) 9781683112426 (Online Learning Suite)	202	Critical Thinking, #3
			Student/Teacher	Narrative	9781631265402 (Text) 9781683112426 (Online Learning Suite)	177	Health Connections Feature
			Student/Teacher	Narrative	9781631265402 (Text) 9781683112426 (Online Learning Suite)	198	Chapter 8, "Stress"
			Student/Teacher	Narrative	9781631265402 (Text) 9781683112426 (Online Learning Suite)	199-201	"Special Needs"
			Teacher Only	Narrative			
			Teacher Only	(Drop-down menu)			
			Teacher Only				
			Teacher Only Teacher Only				
(6) The student understands the development of children ages six through ten years. The student is expected to:	(E) determine techniques that promote the health and safety of children in the early to middle childhood stage of development	(ii) determine techniques that promote the safety of children in the early to middle childhood stage of development	Student/Teacher	Narrative	9781631265402 (Text) 9781683112426 (Online Learning Suite)	181-183	Chapter 8, starting with first paragraph
			Student/Teacher	Activity	9781631265402 (Text) 9781683112426 (Online Learning Suite)	202	Critical Thinking, #2
			Student/Teacher	Activity	9781631265402 (Text) 9781683112426 (Online Learning Suite)	183	Checkpoint Question #5
			Student/Teacher	Narrative	9781631265402 (Text) 9781683112426 (Online Learning Suite)	181	Safety Connections Feature
			Student/Teacher	Narrative	9781631265402 (Text) 9781683112426 (Online Learning Suite)	197	Safety Connections Feature

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location
			Teacher Only	Narrative			
			Teacher Only	(Drop-down menu)			
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			Teacher Only				
(6) The student understands the development of children ages six through ten years. The student is expected to:	(F) determine developmentally appropriate guidance techniques for children in the early to middle childhood stage of development	(i) determine developmentally appropriate guidance techniques for children in the early to middle childhood stage of development	Student/Teacher	Narrative	9781631265402 (Text) 9781683112426 (Online Learning Suite)	194-195	Chapter 8, "Developmentally Appropriate Guidance Techniques"
			Student/Teacher	Activity	9781631265402 (Text) 9781683112426 (Online Learning Suite)	202	Critical Thinking, #5
			Student/Teacher Student/Teacher				
			Student/Teacher				
			Teacher Only Teacher Only	Narrative (Drop-down menu)			
			Teacher Only	(Drop-down menu)			
			Teacher Only				
(7) The student understands the development of adolescents ages 11 through 19 years. The student is expected to:	(A) analyze the biological and cognitive development of adolescents	(i) analyze the biological development of adolescents	Teacher Only Student/Teacher	Narrative	9781631265402 (Text) 9781683112426 (Online Learning Suite)	206-215	Chapter 9, "Physical Characteristics and Growth"
			Student/Teacher	Activity	9781631265402 (Text) 9781683112426 (Online Learning Suite)	236	Critical Thinking, #1
			Student/Teacher	Activity	9781631265402 (Text) 9781683112426 (Online Learning Suite)	215	Checkpoint #2
			Student/Teacher Student/Teacher				
			Teacher Only	Narrative			
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Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location
			Teacher Only Teacher Only				_
			Teacher Only				
(7) The student understands the development of adolescents ages 11 through 19 years. The student is expected to:	(A) analyze the biological and cognitive development of adolescents	(ii) analyze the cognitive development of adolescents	Student/Teacher	Narrative	9781631265402 (Text) 9781683112426 (Online Learning Suite)	215-221	Chapter 9, "Cognitive Characteristics and Growth"
			Student/Teacher	Activity	9781631265402 (Text) 9781683112426 (Online Learning Suite)	236	Critical Thinking, #1
			Student/Teacher	Activity	9781631265402 (Text) 9781683112426 (Online Learning Suite)	221	Checkpoint #3, 6
			Student/Teacher				
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			Teacher Only	Narrative			
			Teacher Only	(Drop-down menu)			
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			Teacher Only				
(7) The student understands the development of adolescents ages 11 through 19 years. The student is expected to:	(B) analyze the emotional and social development of adolescents	(i) analyze the emotional development of adolescents	Student/Teacher	Narrative	9781631265402 (Text) 9781683112426 (Online Learning Suite)	222-234	Chapter 9, "Socio-emotional Characteristics and Growth"
			Student/Teacher	Activity	9781631265402 (Text) 9781683112426 (Online Learning Suite)	236	Critical Thinking, #1
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			Student/Teacher Student/Teacher				
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			Teacher Only	Narrative			
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Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location
(7) The student understands the development of adolescents ages 11 through 19 years. The student is expected to:	(B) analyze the emotional and social development of adolescents	(ii) analyze the social development of adolescents	Student/Teacher	Narrative	9781631265402 (Text) 9781683112426 (Online Learning Suite)	222-234	Chapter 9, "Socio-emotional Characteristics and Growth"
			Student/Teacher	Activity	9781631265402 (Text) 9781683112426 (Online Learning Suite)	236	Critical Thinking, #1
			Student/Teacher				
			Student/Teacher Student/Teacher				
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(7) The student understands the development of adolescents ages 11 through 19 years. The student is expected to:	(C) discuss various theoretical perspectives relevant to adolescent growth and development	(i) discuss various theoretical perspectives relevant to adolescent growth	Student/Teacher	Narrative	9781631265402 (Text) 9781683112426 (Online Learning Suite)	216	Chapter 9, "Piaget's Cognitive Theory"
			Student/Teacher	Activity	9781631265402 (Text) 9781683112426 (Online Learning Suite)	237	Core Skills, #21
			Student/Teacher	Activity	9781631265402 (Text) 9781683112426 (Online Learning Suite)	221	Checkpoint Questions #2, 6
			Student/Teacher	Activity	9781631265402 (Text) 9781683112426 (Online Learning Suite)	234	Checkpoint Question #1
			Student/Teacher	Narrative	9781631265402 (Text) 9781683112426 (Online Learning Suite)	220-221	"Kohlberg's Theory of Moral Development"
			Teacher Only	Narrative			
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Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location
(7) The student understands the development of adolescents ages 11 through 19 years. The student is expected to:	(C) discuss various theoretical perspectives relevant to adolescent growth and development	(ii) discuss various theoretical perspectives relevant to adolescent development	Student/Teacher	Narrative	9781631265402 (Text) 9781683112426 (Online Learning Suite)	216	Chapter 9, "Piaget's Cognitive Theory"
			Student/Teacher	Activity	9781631265402 (Text) 9781683112426 (Online Learning Suite)	237	Core Skills, #21
			Student/Teacher	Activity	9781631265402 (Text) 9781683112426 (Online Learning Suite)	221	Checkpoint Questions #2, 6
			Student/Teacher	Activity	9781631265402 (Text) 9781683112426 (Online Learning Suite)	234	Checkpoint Question #1
			Student/Teacher	Narrative	9781631265402 (Text) 9781683112426 (Online Learning Suite)	220-221	"Kohlberg's Theory of Moral Development"
			Teacher Only	Narrative			
			Teacher Only Teacher Only	(Drop-down menu)			
			Teacher Only Teacher Only				
(7) The student understands the development of adolescents ages 11 through 19 years. The student is expected to:	(D) discuss the influences of the family and society on adolescents	(i) discuss the influences of the family on adolescents	Student/Teacher	Narrative	9781631265402 (Text) 9781683112426 (Online Learning Suite)	223-224	Chapter 9, "Family Relationships"
			Student/Teacher	Activity	9781631265402 (Text) 9781683112426 (Online Learning Suite)	236	Critical Thinking, #2
			Student/Teacher Student/Teacher				
			Student/Teacher				
			Teacher Only	Narrative			
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			Teacher Only				
			Teacher Only				

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location
(7) The student understands the development of adolescents ages 11 through 19 years. The student is expected to:	(D) discuss the influences of the family and society on adolescents	(ii) discuss the influences of society on adolescents	Student/Teacher	Narrative	9781631265402 (Text) 9781683112426 (Online Learning Suite)	231-233	Chapter 9, "Cultural and Societal Influences"
			Student/Teacher	Activity	9781631265402 (Text) 9781683112426 (Online Learning Suite)	236	Critical Thinking, #2
			Student/Teacher				
			Student/Teacher Student/Teacher				
			Teacher Only	Narrative			
			Teacher Only	(Drop-down menu)			
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			Teacher Only Teacher Only				
(7) The student understands the development of adolescents ages 11 through 19 years. The student is expected to:	(E) summarize strategies for optimizing adolescent development	(i) summarize strategies for optimizing adolescent development	Student/Teacher	Narrative	9781631265402 (Text) 9781683112426 (Online Learning Suite)	206-235	Chapter 9, starting with "Physical Characteristics and Growth"
			Student/Teacher	Activity	9781631265402 (Text) 9781683112426 (Online Learning Suite)	237	Critical Thinking, #13
			Student/Teacher				
			Student/Teacher Student/Teacher				
			Teacher Only	Narrative			
			Teacher Only	(Drop-down menu)			
			Teacher Only Teacher Only				
			Teacher Only				
(7) The student understands the development of adolescents ages 11 through 19 years. The student is expected to:	(F) determine techniques that promote the health and safety of the adolescent	(i) determine techniques that promote the health of the adolescent	Student/Teacher	Narrative	9781631265402 (Text) 9781683112426 (Online Learning Suite)	209-215	Chapter 9, starting with "Nutrition and Physical Activity"
			Student/Teacher	Activity	9781631265402 (Text) 9781683112426 (Online Learning Suite)	237	Critical Thinking, #11

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location
			Student/Teacher	Narrative	9781631265402 (Text) 9781683112426 (Online Learning Suite)	207	Health Connections Feature
			Student/Teacher	Narrative	9781631265402 (Text) 9781683112426 (Online Learning Suite)	213	Health Connections Feature
			Student/Teacher	Activity	9781631265402 (Text) 9781683112426 (Online Learning Suite)	215	Checkpoint Questions #3, 5
			Teacher Only	Narrative			
			Teacher Only	(Drop-down menu)			
			Teacher Only				
			Teacher Only Teacher Only				
(7) The student understands the development of adolescents ages 11 through 19 years. The student is expected to:	(F) determine techniques that promote the health and safety of the adolescent	(ii) determine techniques that promote the safety of the adolescent	Student/Teacher	Narrative	9781631265402 (Text) 9781683112426 (Online Learning Suite)	212	Safety Connections Feature
			Student/Teacher	Activity	9781631265402 (Text) 9781683112426 (Online Learning Suite)	237	Critical Thinking, #11
			Student/Teacher	Narrative	9781631265402 (Text) 9781683112426 (Online Learning Suite)	211	Safety Connections Feature
			Student/Teacher	Narrative	9781631265402 (Text) 9781683112426 (Online Learning Suite)	227	Safety Connections Feature
			Student/Teacher	Narrative	9781631265402 (Text) 9781683112426 (Online Learning Suite)	230	Health Connections Feature
			Teacher Only	Narrative			
			Teacher Only	(Drop-down menu)			
			Teacher Only Teacher Only				
			Teacher Only				

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location
(7) The student understands the development of adolescents ages 11 through 19 years. The student is expected to:	(G) determine developmentally appropriate guidance techniques for adolescents	(i) determine developmentally appropriate guidance techniques for adolescents	Student/Teacher	Narrative	9781631265402 (Text) 9781683112426 (Online Learning Suite)	224-225	Chapter 9, "Developmentally Appropriate Guidance Techniques"
			Student/Teacher	Activity	9781631265402 (Text) 9781683112426 (Online Learning Suite)	237	Critical Thinking, #12
			Student/Teacher Student/Teacher				
			Student/Teacher				
			Teacher Only	Narrative			
			Teacher Only	(Drop-down menu)			
			Teacher Only	(====			
			Teacher Only Teacher Only				
(8) The student understands the importance of care and protection of children and adolescents. The student is expected to:	(A) determine the services provided by agencies that protect the rights of children and adolescents	(i) determine the services provided by agencies that protect the rights of children	Student/Teacher	Narrative	9781631265402 (Text) 9781683112426 (Online Learning Suite)	358-359	Chapter 13, "Protecting Children and Adolescents"
			Student/Teacher	Activity	9781631265402 (Text) 9781683112426 (Online Learning Suite)	371	Core Skills, #17
			Student/Teacher				
			Student/Teacher Student/Teacher				
			Teacher Only	Narrative			
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			Teacher Only				<u> </u>
			Teacher Only				
(8) The student understands the importance of care and protection of children and adolescents. The student is expected to:	(A) determine the services provided by agencies that protect the rights of children and adolescents	(ii) determine the services provided by agencies that protect the rights of adolescents	Student/Teacher	Narrative	9781631265402 (Text) 9781683112426 (Online Learning Suite)	358-359	Chapter 14, "Protecting Children and Adolescents"
			Student/Teacher	Activity	9781631265402 (Text) 9781683112426 (Online Learning Suite)	371	Core Skills, #17

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location
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			Teacher Only	Narrative			
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			Teacher Only Teacher Only				
			reaction Offing				
(8) The student understands the importance of care and	(B) summarize various resources focusing on children				9781631265402 (Text)		
protection of children and adolescents. The student is expected to:	and adolescents	(i) summarize various resources focusing on children	Student/Teacher	Narrative	9781683112426	320-336	Chapter 14, "Types of Child Care Programs"
onposiou to.					(Online Learning Suite)		
					9781631265402		
			Student/Teacher	Activity	(Text) 9781683112426	341	Core Skills, #14
					(Online Learning Suite)		
					9781631265402		
			Student/Teacher		(Text) 9781683112426	358-359	Chapter 14, "Protecting Children and Adolescents"
			Cidadii I Galioi		(Online Learning Suite)	555 557	pro. 1.7 1 totaling animateri and Adolescents
				Narrative	9781631265402		
			Student/Teacher		(Text) 9781683112426	271	Coro Skille #17
			Studenty Leacher		(Online Learning Suite)	371	Core Skills, #17
				Activity	9781631265402		
					(Text)		
			Student/Teacher		9781683112426 (Online Learning Suite)	347-358	Chapter 14, "Managing Individual and Familiy Resources"
				Narrative	(Shinic Learning Jule)		
			Teacher Only	Narrative			
			Teacher Only	(Drop-down menu)			
			Teacher Only	(5.0p somi menu)			
			Teacher Only Teacher Only				
(8) The student understands the importance of care and	(2)	(1)			9781631265402		
protection of children and adolescents. The student is	(B) summarize various resources focusing on children and adolescents	(ii) summarize various resources focusing on adolescents	Student/Teacher	Narrative	(Text) 9781683112426	326-327	Second paragraph, Figure 13-5
expected to:					(Online Learning Suite)		
					070142124545		
					9781631265402 (Text)		
			Student/Teacher	Activity	9781683112426	371	Core Skills, #17
					(Online Learning Suite)		
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Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location
			Student/Teacher	Narrative	9781631265402 (Text) 9781683112426 (Online Learning Suite)	358-359	Chapter 14, "Protecting Children and Adolescents"
			Student/Teacher	Narrative	9781631265402 (Text) 9781683112426 (Online Learning Suite)	347-358	Chapter 14, "Managing Individual and Familiy Resources"
			Student/Teacher				
			Teacher Only	Narrative			
			Teacher Only	(Drop-down menu)			
			Teacher Only				
			Teacher Only				
			Teacher Only				
(8) The student understands the importance of care and protection of children and adolescents. The student is expected to:	(C) predict the impact of changing demographics and cultural diversity on the health and welfare of children and adolescents	(i) predict the impact of changing demographics on the health of children	Student/Teacher	Narrative	9781631265402 (Text) 9781683112426 (Online Learning Suite)	51	Chapter 3, Paragraphs 1, 2, and 3
			Student/Teacher	Activity	9781631265402 (Text) 9781683112426 (Online Learning Suite)	64	Critical Thinking, #2
			Student/Teacher	Activity	9781631265402 (Text) 9781683112426 (Online Learning Suite)	46-63	Chapter 3, starting with "What Is a Family?"
			Student/Teacher	Narrative	9781631265402 (Text) 9781683112426 (Online Learning Suite)	361	Last paragraph
			Student/Teacher	Narrative	9781631265402 (Text) 9781683112426 (Online Learning Suite)	358	Cultural Connections feature
			Teacher Only	Narrative			
			Teacher Only	(Drop-down menu)			
			Teacher Only				
			Teacher Only				
			Teacher Only				

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location
(8) The student understands the importance of care and protection of children and adolescents. The student is expected to:	(C) predict the impact of changing demographics and cultural diversity on the health and welfare of children and adolescents	(ii) predict the impact of changing demographics on the health of adolescents	Student/Teacher	Narrative	9781631265402 (Text) 9781683112426 (Online Learning Suite)	51	Chapter 3, Paragraphs 1 and 2
			Student/Teacher	Activity	9781631265402 (Text) 9781683112426 (Online Learning Suite)	64	Critical Thinking, #2
			Student/Teacher	Narrative	9781631265402 (Text) 9781683112426 (Online Learning Suite)	46-63	Chapter 3, starting with "What Is a Family?"
			Student/Teacher	Narrative	9781631265402 (Text) 9781683112426 (Online Learning Suite)	361	Last paragraph
			Student/Teacher	Narrative	9781631265402 (Text) 9781683112426 (Online Learning Suite)	358	Cultural Connections feature
			Teacher Only	Narrative			
			Teacher Only	(Drop-down menu)			
			Teacher Only Teacher Only				
			Teacher Only				
(8) The student understands the importance of care and protection of children and adolescents. The student is expected to:	(C) predict the impact of changing demographics and cultural diversity on the health and welfare of children and adolescents	(iii) predict the impact of changing demographics on the welfare of children	Student/Teacher	Narrative	9781631265402 (Text) 9781683112426 (Online Learning Suite)	51	Chapter 3, Paragraphs 1 and 2
			Student/Teacher	Activity	9781631265402 (Text) 9781683112426 (Online Learning Suite)	64	Critical Thinking, #2
			Student/Teacher	Narrative	9781631265402 (Text) 9781683112426 (Online Learning Suite)	46-63	Chapter 3, starting with "What Is a Family?"
			Student/Teacher	Narrative	9781631265402 (Text) 9781683112426 (Online Learning Suite)	361	Last paragraph
			Student/Teacher	Narrative	9781631265402 (Text) 9781683112426 (Online Learning Suite)	358	Cultural Connections feature

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location
			Teacher Only	Narrative			
			Teacher Only	(Drop-down menu)			
			Teacher Only	(Drop-down menu)			
			Teacher Only Teacher Only				
protection of children and adolescents. The student is	(C) predict the impact of changing demographics and cultural diversity on the health and welfare of children and adolescents	(iv) predict the impact of changing demographics on the welfare of adolescents	Student/Teacher	Narrative	9781631265402 (Text) 9781683112426 (Online Learning Suite)	51	Chapter 3, Paragraphs 1 and 2
			Student/Teacher	Activity	9781631265402 (Text) 9781683112426 (Online Learning Suite)	64	Critical Thinking, #2
			Student/Teacher	Narrative	9781631265402 (Text) 9781683112426 (Online Learning Suite)	48-63	Chapter 3, starting with "The Family Life Cycle"
			Student/Teacher Student/Teacher				
			Teacher Only	Narrative			
			Teacher Only	(Drop-down menu)			
			Teacher Only				
			Teacher Only Teacher Only				
protection of children and adolescents. The student is	(C) predict the impact of changing demographics and cultural diversity on the health and welfare of children and adolescents	(v) predict the impact of cultural diversity on the health of children	Student/Teacher	Narrative	9781631265402 (Text) 9781683112426 (Online Learning Suite)	50-52	Chapter 3, "Family Diversity"
			Student/Teacher	Activity	9781631265402 (Text) 9781683112426 (Online Learning Suite)	64	Critical Thinking, #2
			Student/Teacher				
			Student/Teacher Student/Teacher				
			Teacher Only	Narrative			
			Teacher Only	(Drop-down menu)	1		

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location
			Teacher Only				
			Teacher Only Teacher Only				
(8) The student understands the importance of care and protection of children and adolescents. The student is expected to:	(C) predict the impact of changing demographics and cultural diversity on the health and welfare of children and adolescents	(vi) predict the impact of cultural diversity on the health of adolescents	Student/Teacher	Narrative	9781631265402 (Text) 9781683112426 (Online Learning Suite)	50-52	Chapter 3, "Family Diversity"
			Student/Teacher	Activity	9781631265402 (Text) 9781683112426 (Online Learning Suite)	64	Critical Thinking, #2
			Student/Teacher Student/Teacher				
			Student/Teacher				
			Teacher Only	Narrative			
			Teacher Only	(Drop-down menu)			
			Teacher Only				
			Teacher Only Teacher Only				
(8) The student understands the importance of care and protection of children and adolescents. The student is expected to:	(C) predict the impact of changing demographics and cultural diversity on the health and welfare of children and adolescents	(vii) predict the impact of cultural diversity on the welfare of children	Student/Teacher	Narrative	9781631265402 (Text) 9781683112426 (Online Learning Suite)	50-52	Chapter 3, "Family Diversity"
			Student/Teacher	Activity	9781631265402 (Text) 9781683112426 (Online Learning Suite)	64	Critical Thinking, #2
			Student/Teacher				
			Student/Teacher Student/Teacher				
			Teacher Only	Narrative			
			Teacher Only	(Drop-down menu)			
			Teacher Only Teacher Only				
			Teacher Only Teacher Only				
(8) The student understands the importance of care and protection of children and adolescents. The student is expected to:	(C) predict the impact of changing demographics and cultural diversity on the health and welfare of children and adolescents	(viii) predict the impact of cultural diversity on the welfare of adolescents	Student/Teacher	Narrative	9781631265402 (Text) 9781683112426 (Online Learning Suite)	50-52	Chapter 3, "Family Diversity"

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location
			Student/Teacher	Activity	9781631265402 (Text) 9781683112426 (Online Learning Suite)	64	Critical Thinking, #2
			Student/Teacher				
			Student/Teacher				
			Student/Teacher				
			Teacher Only	Narrative			
			Teacher Only	(Drop-down menu)			
			Teacher Only Teacher Only				
			Teacher Only Teacher Only				
			reactiet Offiy				
(8) The student understands the importance of care and protection of children and adolescents. The student is expected to:	(D) analyze forms, causes, effects, prevention, and treatment of child abuse	(i) analyze forms of child abuse	Student/Teacher	Narrative	9781631265402 (Text) 9781683112426 (Online Learning Suite)	360	Chapter 14, "Child Neglect and Abuse"
			Student/Teacher	Activity	9781631265402 (Text) 9781683112426 (Online Learning Suite)	365	Checkpoint Question #2
			Student/Teacher	Activity	9781631265402 (Text) 9781683112426 (Online Learning Suite)	371	Research, #19
			Student/Teacher				
			Student/Teacher				
			Teacher Only	Narrative			
			Teacher Only	(Drop-down menu)			
			Teacher Only				
			Teacher Only Teacher Only				
			reaction Offing				
(8) The student understands the importance of care and protection of children and adolescents. The student is expected to:	(D) analyze forms, causes, effects, prevention, and treatment of child abuse	(ii) analyze causes of child abuse	Student/Teacher	Narrative	9781631265402 (Text) 9781683112426 (Online Learning Suite)	360-362	Chapter 14, "Causes"
			Student/Teacher	Activity	9781631265402 (Text) 9781683112426 (Online Learning Suite)	371	Research, #19

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location
			Student/Teacher	Activity	9781631265402 (Text) 9781683112426 (Online Learning Suite)	365	Checkpoint Question #3
			Student/Teacher	Activity	9781631265402 (Text) 9781683112426 (Online Learning Suite)	370	Critical Thinking, #9
			Student/Teacher	rouvry			
			Teacher Only	Narrative			
			Teacher Only Teacher Only	(Drop-down menu)			
			Teacher Only				
	1		Teacher Only				
(8) The student understands the importance of care and protection of children and adolescents. The student is expected to:	(D) analyze forms, causes, effects, prevention, and treatment of child abuse	(iii) analyze effects of child abuse	Student/Teacher	Narrative	9781631265402 (Text) 9781683112426 (Online Learning Suite)	362	Chapter 14, "Effects"
			Student/Teacher	Activity	9781631265402 (Text) 9781683112426 (Online Learning Suite)	371	Research, #19
			Student/Teacher	Activity	9781631265402 (Text) 9781683112426 (Online Learning Suite)	370	Critical Thinking, #8
			Student/Teacher Student/Teacher				
			Teacher Only	Narrative			
			Teacher Only	(Drop-down menu)			
			Teacher Only Teacher Only				
			Teacher Only				
(8) The student understands the importance of care and protection of children and adolescents. The student is expected to:	(D) analyze forms, causes, effects, prevention, and treatment of child abuse	(iv) analyze prevention of child abuse	Student/Teacher	Narrative	9781631265402 (Text) 9781683112426 (Online Learning Suite)	362-363	Chapter 14, "Prevention"
			Student/Teacher	Activity	9781631265402 (Text) 9781683112426 (Online Learning Suite)	365	Checkpoint question #5

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location
			Student/Teacher	Activity	9781631265402 (Text) 9781683112426 (Online Learning Suite) 9781631265402	371	Core Skills, #15
			Student/Teacher	Activity	9781631265402 (Text) 9781683112426 (Online Learning Suite)	371	Research, #19
			Student/Teacher				
			Teacher Only	Narrative			
			Teacher Only	(Drop-down menu)			
			Teacher Only Teacher Only				
			Teacher Only				
(8) The student understands the importance of care and protection of children and adolescents. The student is expected to:	(D) analyze forms, causes, effects, prevention, and treatment of child abuse	(v) analyze treatment of child abuse	Student/Teacher	Narrative	9781631265402 (Text) 9781683112426 (Online Learning Suite)	364-365	Chapter 14, "Treatment"
			Student/Teacher	Activity	9781631265402 (Text) 9781683112426 (Online Learning Suite)	365	Checkpoint question #7
			Student/Teacher	Activity	9781631265402 (Text) 9781683112426 (Online Learning Suite)	371	Research, #19
			Student/Teacher Student/Teacher				
			Teacher Only	Narrative			
			Teacher Only Teacher Only	(Drop-down menu)			
			Teacher Only				
			Teacher Only				
(8) The student understands the importance of care and protection of children and adolescents. The student is expected to:	(E) explain the impact of appropriate health care and importance of safety for children and adolescents	(f) explain the impact of appropriate health care for children	Student/Teacher	Narrative	9781631265402 (Text) 9781683112426 (Online Learning Suite)	125-126	Chapter 6, "Medical and Dental Care"
			Student/Teacher	Activity	9781631265402 (Text) 9781683112426 (Online Learning Suite)	139	Critical Thinking, #13

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location
			Student/Teacher		9781631265402 (Text) 9781683112426 (Online Learning Suite)	147-151	Chapter 7, "Medical and Dental Care"
			Student/Teacher	Narrative Activity	9781631265402 (Text) 9781683112426 (Online Learning Suite)	169	Critical Thinking, #14
			Student/Teacher	Narrative	9781631265402 (Text) 9781683112426 (Online Learning Suite)	180-183	Chapter 8, "Medical and Dental Care"
			Teacher Only	Narrative			
			Teacher Only	(Drop-down menu)			
			Teacher Only	(brop-down mend)			
			Teacher Only Teacher Only				
(8) The student understands the importance of care and protection of children and adolescents. The student is expected to:	(E) explain the impact of appropriate health care and importance of safety for children and adolescents	(ii) explain the impact of appropriate health care for adolescents	Student/Teacher	Narrative	9781631265402 (Text) 9781683112426 (Online Learning Suite)	213-215	Chapter 9, "Medical and Dental Care"
			Student/Teacher	Activity	9781631265402 (Text) 9781683112426 (Online Learning Suite)	237	Critical Thinking, #14
			Student/Teacher	Activity	9781631265402 (Text) 9781683112426 (Online Learning Suite)	215	Checkpoint Question #5
			Student/Teacher Student/Teacher				
			Teacher Only	Narrative			
			Teacher Only	(Drop-down menu)			
			Teacher Only Teacher Only				
			Teacher Only				
(8) The student understands the importance of care and protection of children and adolescents. The student is expected to:	(E) explain the impact of appropriate health care and importance of safety for children and adolescents	(iii) explain the importance of safety for children	Student/Teacher	Narrative	9781631265402 (Text) 9781683112426 (Online Learning Suite)	333-334	Chapter 13, "Safety and Health"

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location
			Student/Teacher	Activity	9781631265402 (Text) 9781683112426 (Online Learning Suite)	119	Critical Thinking, #14
			Student/Teacher	Activity	9781631265402 (Text) 9781683112426 (Online Learning Suite)	340	Critical Thinking, #4
			Student/Teacher	Narrative	9781631265402 (Text) 9781683112426 (Online Learning Suite)	344	Chapter 14, "Safety and Security"
			Student/Teacher	Narrative	9781631265402 (Text) 9781683112426 (Online Learning Suite)	146	Safety Connections Feature
			Teacher Only	Narrative			
			Teacher Only	(Drop-down menu)			
			Teacher Only	(Brop down mond)			
			Teacher Only				
			Teacher Only				
(8) The student understands the importance of care and protection of children and adolescents. The student is expected to:	(E) explain the impact of appropriate health care and importance of safety for children and adolescents	(iv) explain the importance of safety for adolescents	Student/Teacher	Narrative	9781631265402 (Text) 9781683112426 (Online Learning Suite)	344	Chapter 14, "Safety and Security"
			Student/Teacher	Activity	9781631265402 (Text) 9781683112426 (Online Learning Suite)	237	Critical Thinking, #11
			Student/Teacher	Narrative	9781631265402 (Text) 9781683112426 (Online Learning Suite)	211	Safety Connections Feature
			Student/Teacher	Narrative	9781631265402 (Text) 9781683112426 (Online Learning Suite) 9781631265402	212	Safety Connections Feature
			Student/Teacher	Narrative	(Text) 9781683112426 (Online Learning Suite)	227	Safety Connections Feature
			Teacher Only	Narrative			

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location
			Teacher Only	(Drop-down menu)			
			Teacher Only				
			Teacher Only Teacher Only				
			reacner Uniy				
(8) The student understands the importance of care and protection of children and adolescents. The student is expected to:	(F) discuss responsibilities of citizens, legislation, and public policies affecting children and adolescents	(i) discuss responsibilities of citizens affecting children	Student/Teacher	Narrative	9781631265402 (Text) 9781683112426 (Online Learning Suite)	364	Chapter 14, "Reporting"
			Student/Teacher	Activity	9781631265402 (Text) 9781683112426 (Online Learning Suite)	371	Core Skills, #16
			Student/Teacher	Narrative	9781631265402 (Text) 9781683112426 (Online Learning Suite)	363	Cultural Connections Feature
			Student/Teacher	Activity	9781631265402 (Text) 9781683112426 (Online Learning Suite)	365	Checkpoint, #6
			Student/Teacher				
			Teacher Only	Narrative			
			Teacher Only	(Drop-down menu)			
			Teacher Only				
			Teacher Only Teacher Only				
			reacher Only				
(8) The student understands the importance of care and protection of children and adolescents. The student is expected to:	(F) discuss responsibilities of citizens, legislation, and public policies affecting children and adolescents	(ii) discuss responsibilities of citizens affecting adolescents	Student/Teacher	Narrative	9781631265402 (Text) 9781683112426 (Online Learning Suite)	364	Chapter 14, "Reporting"
			Student/Teacher	Activity	9781631265402 (Text) 9781683112426 (Online Learning Suite)	371	Core Skills, #16
			Student/Teacher	Narrative	9781631265402 (Text) 9781683112426 (Online Learning Suite)	363	Cultural Connections Feature
			Student/Teacher	Activity	9781631265402 (Text) 9781683112426 (Online Learning Suite)	365	Checkpoint, #6
			Student/Teacher	Activity			
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Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location
			Teacher Only	Narrative			
			Teacher Only	(Drop-down menu)			
			Teacher Only Teacher Only				
			Teacher Only				
(8) The student understands the importance of care and protection of children and adolescents. The student is expected to:	(F) discuss responsibilities of citizens, legislation, and public policies affecting children and adolescents	(iii) discuss legislation affecting children	Student/Teacher	Narrative	9781631265402 (Text) 9781683112426 (Online Learning Suite)	358-359	Chapter 14, "Protecting Children and Adolescents"
			Student/Teacher	Activity	9781631265402 (Text) 9781683112426 (Online Learning Suite)	371	Core Skills, #16
			Student/Teacher	Narrative	9781631265402 (Text) 9781683112426 (Online Learning Suite)	61	Chapter 3, "Individuals with Disabilities Education Act (IDEA)"
			Student/Teacher	Activity	9781631265402 (Text) 9781683112426 (Online Learning Suite)	63	Checkpoint Questions #4-5
			Student/Teacher				
			Teacher Only	Narrative			
			Teacher Only	(Drop-down menu)			
			Teacher Only Teacher Only				
			Teacher Only				
(8) The student understands the importance of care and protection of children and adolescents. The student is expected to:	(F) discuss responsibilities of citizens, legislation, and public policies affecting children and adolescents	(iv) discuss legislation affecting adolescents	Student/Teacher	Narrative	9781631265402 (Text) 9781683112426 (Online Learning Suite)	358-359	Chapter 14, "Protecting Children and Adolescents"
			Student/Teacher	Activity	9781631265402 (Text) 9781683112426 (Online Learning Suite)	371	Core Skills, #16
			Student/Teacher	Narrative	9781631265402 (Text) 9781683112426 (Online Learning Suite)	61	Chapter 3, "Individuals with Disabilities Education Act (IDEA)"

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location
					9781631265402		
			Student/Teacher		(Text) 9781683112426	63	Checkpoint Questions #4-5
			Olddone i Oddinor	A addition	(Online Learning Suite)	00	Chadhpain Questions # 1 0
			Student/Teacher	Activity			
			Teacher Only	Narrative			
			Teacher Only	(Drop-down menu)			
			Teacher Only Teacher Only				
			Teacher Only				
(8) The student understands the importance of care and	(5)				9781631265402		
protection of children and adolescents. The student is	(F) discuss responsibilities of citizens, legislation, and public policies affecting children and adolescents	(v) discuss public policies affecting children	Student/Teacher	Narrative	(Text) 9781683112426	358-359	Chapter 14, "Protecting Children and Adolescents"
expected to:					(Online Learning Suite)		
					9781631265402		
					(Text)		
			Student/Teacher	Activity	9781683112426 (Online Learning Suite)	371	Core Skills, #16
					9781631265402		
			0. 1 1/7 1		(Text)	400	0.0111.0140
			Student/Teacher		9781683112426 (Online Learning Suite)	423	Core Skills, #12
			Student/Teacher	Activity	, ,		
			Student/Teacher				
			Teacher Only	Narrative			
			Teacher Only	(Drop-down menu)			
			Teacher Only Teacher Only				
			Teacher Only				
					0701/210/5402		
(8) The student understands the importance of care and	(F) discuss responsibilities of citizens, legislation, and	(4) diagram while policies off the state of	Chadaml T h	Now-P	9781631265402 (Text)	250 250	Chapter 14 "Drate aline Children and Adultura
protection of children and adolescents. The student is expected to:	public policies affecting children and adolescents	(vi) discuss public policies affecting adolescents	Student/Teacher	Narrative	9781683112426	358-359	Chapter 14, "Protecting Children and Adolescents"
					(Online Learning Suite)		
					9781631265402		
			Student/Teacher	Activity	(Text) 9781683112426	371	Core Skills, #16
					(Online Learning Suite)	=	
					9781631265402		
			Student/Teacher		(Text) 9781683112426	423	Core Skills, #12
			Olddone Fodorioi	0.45.75	(Online Learning Suite)	.23	Sold Stand, a 12
			Student/Teacher	Activity			

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location
			Student/Teacher				
			Teacher Only	Narrative			
			Teacher Only	(Drop-down menu)			
			Teacher Only				
			Teacher Only				
			Teacher Only				
(9) The student understands the development of adults ages 20 through 39 years. The student is expected to:	(A) analyze various development theories relating to early adults, including biological and cognitive development	(i) analyze various development theories relating to early adults, including biological development	Student/Teacher	Narrative	9781631265402 (Text) 9781683112426 (Online Learning Suite)	242-249	Chapter 10, "Physical Qualities and Changes"
			Student/Teacher	Activity	9781631265402 (Text) 9781683112426 (Online Learning Suite)	265	Core Skills, #13
			Student/Teacher	Narrative	9781631265402 (Text) 9781683112426 (Online Learning Suite)	291	Health Connections Feature
			Student/Teacher				
			Student/Teacher Teacher Only	Narrative			
			Teacher Only	(Drop-down menu)			
			Teacher Only				
			Teacher Only Teacher Only				
(9) The student understands the development of adults ages 20 through 39 years. The student is expected to:	(B) analyze various development theories relating to early adults, including emotional, moral, and psychosocial development	(ii) analyze various development theories relating to early adults, including cognitive development	Student/Teacher	Narrative	9781631265402 (Text) 9781683112426 (Online Learning Suite)	249-251	Chapter 10, "Signs of Cognitive Change"
			Student/Teacher	Activity	9781631265402 (Text) 9781683112426 (Online Learning Suite)	265	Core Skills, #13
			Student/Teacher	Activity	9781631265402 (Text) 9781683112426 (Online Learning Suite)	251	Checkpoint #2, 5
			Student/Teacher				
			Student/Teacher				

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location
			Teacher Only	Narrative			
			Teacher Only	(Drop-down menu)			
			Teacher Only	(Drop down mond)			
			Teacher Only				
			Teacher Only				
(9) The student understands the development of adults ages 20 through 39 years. The student is expected to:	(C) discuss the influences of society and culture on early adults	(i) discuss the influences of society on early adults	Student/Teacher	Narrative	9781631265402 (Text) 9781683112426 (Online Learning Suite)	261-262	Chapter 10, "Cultural and Societal Influences"
			Student/Teacher	Activity	9781631265402 (Text) 9781683112426 (Online Learning Suite)	264	Critical Thinking, #1
			Student/Teacher	Activity	9781631265402 (Text) 9781683112426 (Online Learning Suite)	262	Checkpoint Questions
			Student/Teacher				
			Student/Teacher Teacher Only	Narrative			
			Teacher Only	(Drop-down menu)			
			Teacher Only Teacher Only				
			Teacher Only				_
(9) The student understands the development of adults ages 20 through 39 years. The student is expected to:	(C) discuss the influences of society and culture on early adults	(ii) discuss the influences of culture on early adults	Student/Teacher	Narrative	9781631265402 (Text) 9781683112426 (Online Learning Suite)	261-262	Chapter 10, "Cultural and Societal Influences"
			Student/Teacher	Activity	9781631265402 (Text) 9781683112426 (Online Learning Suite)	264	Critical Thinking, #1
			Student/Teacher	Activity	9781631265402 (Text) 9781683112426 (Online Learning Suite)	262	Checkpoint #7
			Student/Teacher	,			
			Student/Teacher				

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location
			Teacher Only	Narrative			
			Teacher Only	(Drop-down menu)			
			Teacher Only				
			Teacher Only				
			Teacher Only				
(9) The student understands the development of adults ages 20 through 39 years. The student is expected to:	(D) discuss the importance of family, human relationships, and social interaction for early adults	(i) discuss the importance of family for early adults	Student/Teacher	Narrative	9781631265402 (Text) 9781683112426 (Online Learning Suite)	252	Chapter 10, "Family Relationships"
			Student/Teacher	Activity	9781631265402 (Text) 9781683112426 (Online Learning Suite)	264	Critical Thinking, #2
			Student/Teacher	Activity	9781631265402 (Text) 9781683112426 (Online Learning Suite)	262	Checkpoint Questions #3
			Student/Teacher				
			Student/Teacher				
			Teacher Only	Narrative			
			Teacher Only	(Drop-down menu)			
			Teacher Only				
			Teacher Only Teacher Only				
(9) The student understands the development of adults ages 20 through 39 years. The student is expected to:	(D) discuss the importance of family, human relationships, and social interaction for early adults	(ii) discuss the importance of human relationships for early adults	Student/Teacher	Narrative	9781631265402 (Text) 9781683112426 (Online Learning Suite)	252-262	Chapter 10, starting with first paragraph
			Student/Teacher	Activity	9781631265402 (Text) 9781683112426 (Online Learning Suite)	264	Critical Thinking, #2
			Student/Teacher	Activity	9781631265402 (Text) 9781683112426 (Online Learning Suite)	265	Core Skills, #16
			Student/Teacher				
			Student/Teacher		1		

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location
			Teacher Only	Narrative			
			Teacher Only	(Drop-down menu)			
			Teacher Only Teacher Only				
			Teacher Only				
(9) The student understands the development of adults ages 20 through 39 years. The student is expected to:	(D) discuss the importance of family, human relationships, and social interaction for early adults	(iii) discuss the importance of social interaction for early adults	Student/Teacher	Narrative	9781631265402 (Text) 9781683112426 (Online Learning Suite)	252-262	Chapter 10, starting with first paragraph
			Student/Teacher	Activity	9781631265402 (Text) 9781683112426 (Online Learning Suite)	264	Critical Thinking, #2
			Student/Teacher	Activity	9781631265402 (Text) 9781683112426 (Online Learning Suite)	262	Checkpoint Questions #3-4
			Student/Teacher				
			Student/Teacher				
			Teacher Only	Narrative			
			Teacher Only	(Drop-down menu)			
			Teacher Only Teacher Only		-		
			Teacher Only				
(10) The student understands the development of adults ages 40 through 65 years. The student is expected to:	(A) analyze various development theories relating to middle adults, including biological and cognitive development	(i) analyze various development theories relating to middle adults, including biological development	Student/Teacher	Narrative	9781631265402 (Text) 9781683112426 (Online Learning Suite)	268-272	Chapter 11, "Physical Qualities and Changes"
			Student/Teacher	Activity	9781631265402 (Text) 9781683112426 (Online Learning Suite)	287	Core Skills, #15
			Student/Teacher	Narrative	9781631265402 (Text) 9781683112426 (Online Learning Suite)	276	"Signs of Socio-emotional Change," Figure 11-6
			Student/Teacher	Narrative	9781631265402 (Text) 9781683112426 (Online Learning Suite)	291	Health Connections Feature
			Student/ Feacher	1	I	1	

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location
			Teacher Only	Narrative			
			Teacher Only	(Drop-down menu)			
			Teacher Only Teacher Only				
			Teacher Only				
(10) The student understands the development of adults ages 40 through 65 years. The student is expected to:	(A) analyze various development theories relating to middle adults, including biological and cognitive development	(ii) analyze various development theories relating to middle adults, including cognitive development	Student/Teacher	Narrative	9781631265402 (Text) 9781683112426 (Online Learning Suite)	273-275	Chapter 11, "Signs of Cognitive Change"
			Student/Teacher	Activity	9781631265402 (Text) 9781683112426 (Online Learning Suite)	287	Core Skills, #15
			Student/Teacher	Narrative	9781631265402 (Text) 9781683112426 (Online Learning Suite)	276	Figure 11-6
			Student/Teacher	Activity	9781631265402 (Text) 9781683112426 (Online Learning Suite)	275	Checkpoint 1, 4
			Student/Teacher				
			Teacher Only	Narrative			
			Teacher Only	(Drop-down menu)			
			Teacher Only Teacher Only				
			Teacher Only				
(10) The student understands the development of adults ages 40 through 65 years. The student is expected to:	(B) analyze various development theories relating to middle adults, including emotional, moral, and psychosocial development	(i) analyze various development theories relating to middle adults, including emotional development	Student/Teacher	Narrative	9781631265402 (Text) 9781683112426 (Online Learning Suite)	276-284	Chapter 11, "Signs of Socio-emotional Change"
			Student/Teacher	Activity	9781631265402 (Text) 9781683112426 (Online Learning Suite)	287	Core Skills, #15
			Student/Teacher	Narrative	9781631265402 (Text) 9781683112426 (Online Learning Suite)	276	Figure 11-6

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location
			Student/Teacher		9781631265402 (Text) 9781683112426	284	Checkpoint #1
			Student reaction	Activity	(Online Learning Suite)	204	опескропп » г
			Student/Teacher				
			Teacher Only	Narrative			
			Teacher Only	(Drop-down menu)			
			Teacher Only Teacher Only				
			Teacher Only				
(10) The student understands the development of adults ages 40 through 65 years. The student is expected to:	(B) analyze various development theories relating to middle adults, including emotional, moral, and psychosocial development	(ii) analyze various development theories relating to middle adults, including moral development	Student/Teacher	Narrative	9781631265402 (Text) 9781683112426 (Online Learning Suite)	275	Chapter 11, "Moral Development"
			Student/Teacher	Activity	9781631265402 (Text) 9781683112426 (Online Learning Suite)	287	Core Skills, #15
			Student/Teacher	Activity	9781631265402 (Text) 9781683112426 (Online Learning Suite)	275	Checkpoint Question #4
			Student/Teacher				
			Student/Teacher Teacher Only	Narrative			
			Teacher Only	(Drop-down menu)			
			Teacher Only Teacher Only				
			Teacher Only				
(10) The student understands the development of adults ages 40 through 65 years. The student is expected to:	(B) analyze various development theories relating to middle adults, including emotional, moral, and psychosocial development	(iii) analyze various development theories relating to middle adults, including psychosocial development	Student/Teacher	Narrative	9781631265402 (Text) 9781683112426 (Online Learning Suite)	276-284	Chapter 11, "Signs of Socio-emotional Change"
			Student/Teacher	Activity	9781631265402 (Text) 9781683112426 (Online Learning Suite)	287	Core Skills, #15
			Student/Teacher	Activity	9781631265402 (Text) 9781683112426 (Online Learning Suite)	284	Checkpoint #1
			Student/Teacher	ACTIVITY			

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location
			Student/Teacher				
			Teacher Only	Narrative			
			Teacher Only	(Drop-down menu)			
			Teacher Only	, , ,			
			Teacher Only				
			Teacher Only				
(10) The student understands the development of adults ages 40 through 65 years. The student is expected to:	(C) discuss the influences of society and culture on middle adults	(i) discuss the influences of society on middle adults	Sludent/Teacher	Narrative	9781631265402 (Text) 9781683112426 (Online Learning Suite)	282-284	Chapler 11, "Cultural and Societal Influences"
			Student/Teacher	Activity	9781631265402 (Text) 9781683112426 (Online Learning Suite)	287	Critical Thinking, #11
			Student/Teacher	Activity	9781631265402 (Text) 9781683112426 (Online Learning Suite)	284	Checkpoint #5
			Student/Teacher				
			Student/Teacher				
			Teacher Only	Narrative			
			Teacher Only	(Drop-down menu)			
			Teacher Only				
			Teacher Only				
			Teacher Only				
(10) The student understands the development of adults ages 40 through 65 years. The student is expected to:	(C) discuss the influences of society and culture on middle adults	(ii) discuss the influences of culture on middle adults	Student/Teacher	Narrative	9781631265402 (Text) 9781683112426 (Online Learning Suite)	282-284	Chapter 11, "Cultural and Societal Influences"
			Student/Teacher	Activity	9781631265402 (Text) 9781683112426 (Online Learning Suite)	287	Critical Thinking, #11
			Student/Teacher	Activity	9781631265402 (Text) 9781683112426 (Online Learning Suite)	284	Checkpoint #5
			Student/Teacher				
			Student/Teacher				

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location
			Teacher Only	Narrative			
			Teacher Only	(Drop-down menu)			
			Teacher Only Teacher Only				
			Teacher Only				
(10) The student understands the development of adults ages 40 through 65 years. The student is expected to:	(D) discuss the importance of family, human relationships, and social interaction for middle adults	(i) discuss the importance of family for middle adults	Student/Teacher	Narrative	9781631265402 (Text) 9781683112426 (Online Learning Suite)	277-280	Chapter 11, "Family Relationships"
			Student/Teacher	Activity	9781631265402 (Text) 9781683112426 (Online Learning Suite)	287	Critical Thinking, #12
			Student/Teacher				
			Student/Teacher Student/Teacher				
			Teacher Only	Narrative			
			Teacher Only Teacher Only	(Drop-down menu)			
			Teacher Only				
			Teacher Only				
(10) The student understands the development of adults ages 40 through 65 years. The student is expected to:	(D) discuss the importance of family, human relationships, and social interaction for middle adults	(ii) discuss the importance of human relationships for middle adults	Student/Teacher	Narrative	9781631265402 (Text) 9781683112426 (Online Learning Suite)	277-280	Chapter 11, "Family Relationships"
			Student/Teacher	Activity	9781631265402 (Text) 9781683112426 (Online Learning Suite)	287	Critical Thinking, #12
			Student/Teacher	Narrative	9781631265402 (Text) 9781683112426 (Online Learning Suite)	280-281	"Supportive Relationships"
			Student/Teacher				
			Student/Teacher Teacher Only	Narrative			
			Teacher Only	(Drop-down menu)			

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type Teacher Only	Citation Type	Component ISBN	Page (s)	Specific Location
			Teacher Only				
			Teacher Only				
(10) The student understands the development of adults ages 40 through 65 years. The student is expected to:	(D) discuss the importance of family, human relationships, and social interaction for middle adults	(iii) discuss the importance of social interaction for middle adults	Student/Teacher	Narrative	9781631265402 (Text) 9781683112426 (Online Learning Suite)	280-281	Chapter 11, "Supportive Relationships"
			Student/Teacher	Activity	9781631265402 (Text) 9781683112426 (Online Learning Suite)	287	Critical Thinking, #12
			Student/Teacher	Narrative	9781631265402 (Text) 9781683112426 (Online Learning Suite)	277-280	"Family Relationshiops"
			Student/Teacher				
			Student/Teacher				
			Teacher Only	Narrative			
			Teacher Only	(Drop-down menu)			
			Teacher Only				
			Teacher Only Teacher Only				
(11) The student understands the development of adults ages 66 years and older. The student is expected to:	(A) analyze various development theories relating to those within the stage of late adulthood, including biological and cognitive development	(i) analyze various development theories relating to those within the stage of late adulthood, including biological development	Student/Teacher	Narrative	9781631265402 (Text) 9781683112426 (Online Learning Suite)	290-298	Chapter 12, "Physical Qualities and Changes"
			Student/Teacher	Activity	9781631265402 (Text) 9781683112426 (Online Learning Suite)	315	Core Skills, #17
			Student/Teacher	Narrative	9781631265402 (Text) 9781683112426 (Online Learning Suite)	302	Figure 12-8
			Student/Teacher Student/Teacher				
			Teacher Only	Narrative			
			Teacher Only	(Drop-down menu)			
			Teacher Only				
			Teacher Only Teacher Only				
			reaction Offing	1	<u> </u>	1	

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location
(11) The student understands the development of adults	(A) analyze various development theories relating to those within the stage of late adulthood, including biological and cognitive development	(ii) analyze various development theories relating to those within the stage of late adulthood, including cognitive development	Student/Teacher	Narrative	9781631265402 (Text) 9781683112426 (Online Learning Suite)	299-301	Chapter 12, "Signs of Cognitive Change"
			Student/Teacher	Activity	9781631265402 (Text) 9781683112426 (Online Learning Suite)	315	Core Skills, #17
			Student/Teacher	Narrative	9781631265402 (Text) 9781683112426 (Online Learning Suite)	302	Figure 12-8
			Student/Teacher	Activity	9781631265402 (Text) 9781683112426 (Online Learning Suite)	301	Checkpoint Questions #2
			Student/Teacher				
			Teacher Only	Narrative			
			Teacher Only	(Drop-down menu)			
			Teacher Only Teacher Only				
			Teacher Only				
(11) The student understands the development of adults	(B) analyze various development theories relating to those within the stage of late adulthood, including emotional, moral, and psychosocial development	(i) analyze various development theories relating to those within the stage of late adulthood, including emotional	Student/Teacher	Narrative	9781631265402 (Text)	301-306	Charles 13 "Cinns of Casis and Final Charge"
	emononar, morar, and psychosocial development	development			9781683112426 (Online Learning Suite)	301 300	Chapter 12, "Signs of Socio-emotional Change"
	emonona, morar, ano psychosociai development	aevelopment	Student/Teacher	Activity		315	Chapter 12, Signs of Socio-emonionial Change Core Skills, #17
	emonona, morar, ano psychosocial development	aevelopment	Student/Teacher		(Online Learning Suite) 9781631265402 (Text) 9781683112426		
	emononia, moral, and psychosocial development	aevelopment	Student/Teacher Student/Teacher	Activity	(Online Learning Suite) 9781631265402 (Text) 9781683112426 (Online Learning Suite) 97816831631265402 (Text) 9781683112426	315	Core Skills, #17
	emonona, moral, and psychosocial development	development	Student/Teacher	Activity	(Online Learning Suite) 9781631265402 (Text) 9781683112426 (Online Learning Suite) 97816831631265402 (Text) 9781683112426	315	Core Skills, #17
	emonona, moral, and psychosocial development	aevelopment	Student/Teacher Student/Teacher Student/Teacher Teacher Only	Activity Activity	(Online Learning Suite) 9781631265402 (Text) 9781683112426 (Online Learning Suite) 97816831631265402 (Text) 9781683112426	315	Core Skills, #17
	emonoria, moral, and psychosocial development	aevelopment	Student/Teacher Student/Teacher Student/Teacher Teacher Only	Activity Activity Narrative	(Online Learning Suite) 9781631265402 (Text) 9781683112426 (Online Learning Suite) 97816831631265402 (Text) 9781683112426	315	Core Skills, #17

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location
(11) The student understands the development of adults ages 66 years and older. The student is expected to:	(B) analyze various development theories relating to those within the stage of late adulthood, including emotional, moral, and psychosocial development	(ii) analyze various development theories relating to those within the stage of late adulthood, including moral development	Student/Teacher	Narrative	9781631265402 (Text) 9781683112426 (Online Learning Suite)	301	Chapter 12, "Moral Development"
			Student/Teacher	Activity	9781631265402 (Text) 9781683112426 (Online Learning Suite)	315	Core Skills, #17
			Student/Teacher	Activity	9781631265402 (Text) 9781683112426 (Online Learning Suite)	301	Checkpoint Question #4
			Student/Teacher Student/Teacher				
			Teacher Only	Narrative			
			Teacher Only	(Drop-down menu)			
			Teacher Only				
			Teacher Only				
			Teacher Only				
(11) The student understands the development of adults ages 66 years and older. The student is expected to:	(B) analyze various development theories relating to those within the stage of late adulthood, including emotional, moral, and psychosocial development	(iii) analyze various development theories relating to those within the stage of late adulthood, including psychosocial development	Student/Teacher	Narrative	9781631265402 (Text) 9781683112426 (Online Learning Suite)	302	First 2 paragraphs, Figure 12-8
			Student/Teacher	Activity	9781631265402 (Text) 9781683112426 (Online Learning Suite)	315	Core Skills, #17
			Student/Teacher	Activity	9781631265402 (Text) 9781683112426 (Online Learning Suite)	306	Checkpoint #1
			Student/Teacher				
			Student/Teacher Teacher Only	Narrative			
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			Teacher Only	(Drop-down menu)			
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17) The called contestands to conception of earlies with the days of the earlies of several to specific parties of specific pa	Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location
Stadewill cacher Activity Triple				Student/Teacher	Narrative	(Text) 9781683112426	306	Chapter 12, "Cultural and Societal Influences"
Suderiff cacher Suderiff cacher Multily Suderiff cacher Multily Suderiff cacher Suderiff cacher Suderiff cacher Suderiff cacher Suderiff cacher Suderiff cacher Toucher Celly Numble Toucher Celly Suderiff cacher Toucher Celly Suderiff cacher Sud				Student/Teacher	Activity	(Text) 9781683112426 (Online Learning Suite)	314	Critical Thinking, #3
Student/Facther Student/Facther Student/Facther Student/Facther Teacher Only Ramsitive Teacher Only Ramsitive Teacher Only Ramsitive Teacher Only Ramsitive Teacher Only Te				Student/Teacher	Activity	(Text) 9781683112426 (Online Learning Suite)	306	Checkpoint #5
Teacher City Narrative Teacher City (Drop-down menu) Teacher					Activity	(Text) 9781683112426		Critical Thinking, #4
Teacher Chay (Dity down menu) (Dispersion Chay (Dispersion Chay				Student/Teacher				
Teacher Only (I) The student understands the development of adults ages 64 years and older. The student is expected to: (I) The student understands the development of adults ages 64 years and older. The student is expected to: (I) discuss the influences of society and culture on those within the stage of late adulthood (I) discuss the influences of society and culture on those within the stage of late adulthood (I) discuss the influences of society and culture on those within the stage of late adulthood (I) discuss the influences of society and culture on those within the stage of late adulthood (I) discuss the influences of society and culture on those within the stage of late adulthood (I) discuss the influences of society and culture on those within the stage of late adulthood (I) discuss the influences of society and culture on those within the stage of late adulthood (I) discuss the influences of society and culture on those within the stage of late adulthood (I) discuss the influences of society and culture on those within the stage of late adulthood (I) discuss the influences of society and culture on those within the stage of late adulthood (I) discuss the influences of society and culture on those within the stage of late adulthood (I) discuss the influences of society and culture on those within the stage of late adulthood (I) discuss the influences of society and culture on those within the stage of late adulthood (I) discuss the influences of society and culture on those within the stage of late adulthood (I) discuss the influences of society and culture on those within the stage of late adulthood (I) discuss the influences of society and culture on those within the stage of late adulthood (I) discuss the influences of society and culture on those within the stage of late adulthood (I) discuss the influences of society and culture on those within the stage of late adulthood (I) discuss the influences of society and culture on those within the stage of late adulthood (I) discuss				Teacher Only				
Teacher Only (11) The student understands the development of adults ages 6a years and older. The student is expected to: (2) discuss the influences of society and culture on those within the stage of late adulthood (3) discuss the influences of culture on those within the stage of late adulthood (4) discuss the influences of society and culture on those within the stage of late adulthood (5) discuss the influences of society and culture on those within the stage of late adulthood (6) discuss the influences of society and culture on those within the stage of late adulthood (7) discuss the influences of society and culture on those within the stage of late adulthood (8) discuss the influences of society and culture on those within the stage of late adulthood (8) discuss the influences of society and culture on those within the stage of late adulthood (8) discuss the influences of society and culture on those within the stage of late adulthood (8) discuss the influences of society and culture on those within the stage of late adulthood (8) discuss the influences of society and culture on those within the stage of late adulthood (8) discuss the influences of society and culture on those within the stage of late adulthood (8) discuss the influences of society and culture on those within the stage of late adulthood (8) discuss the influences of society and culture on those within the stage of late adulthood (8) discuss the influences of society and culture on those within the stage of late adulthood (8) discuss the influences of society and culture on those within the stage of late adulthood (8) discuss the influences of society and culture on those within the stage of late adulthood (9) discuss the influences of society and culture on those within the stage of late adulthood (8) discuss the influences of society and culture on those within the stage of late adulthood (8) discuss the influences of society and culture on those within the stage of late adulthood (9) discuss the influences of socie				Teacher Only	(Drop-down menu)			
Teacher Only (11) The student understands the development of adults ages 66 years and older. The student is expected to: (C) discuss the influences of society and culture on those within the stage of late adulthood (C) discuss the influences of culture on those within the stage of late adulthood (C) discuss the influences of culture on those within the stage of late adulthood (C) discuss the influences of culture on those within the stage of late adulthood (C) discuss the influences of society and culture on those within the stage of late adulthood (C) discuss the influences of society and culture on those within the stage of late adulthood (C) discuss the influences of society and culture on those within the stage of late adulthood (C) discuss the influences of society and culture on those within the stage of late adulthood (C) discuss the influences of society and culture on those within the stage of late adulthood (C) discuss the influences of society and culture on those within the stage of late adulthood (C) discuss the influences of society and culture on those within the stage of late adulthood (C) discuss the influences of society and culture on those within the stage of late adulthood (C) discuss the influences of society and culture on those within the stage of late adulthood (Circl (Exch) (Pitch) (Pitch)				Teacher Only				
(1) The student understands the development of adults ages 66 years and older. The student is expected to: (C) discuss the influences of society and culture on those within the stage of late adulthood (C) discuss the influences of society and culture on those within the stage of late adulthood (C) discuss the influences of society and culture on those within the stage of late adulthood (C) discuss the influences of society and culture on those within the stage of late adulthood (C) discuss the influences of society and culture on those within the stage of late adulthood (C) discuss the influences of society and culture on those within the stage of late adulthood (C) discuss the influences of society and culture on those within the stage of late adulthood (C) discuss the influences of society and culture on those within the stage of late adulthood (C) discuss the influences of society and culture on those within the stage of late adulthood (C) discuss the influences of society and culture on those within the stage of late adulthood (C) discuss the influences of society and culture on those within the stage of late adulthood (C) discuss the influences of society and culture on those within the stage of late adulthood (C) discuss the influences of society and culture on those within the stage of late adulthood (C) discuss the influences of society and culture on those within the stage of late adulthood (C) discuss the influences of society and culture on those within the stage of late adulthood (C) discuss the influences of society and culture on those within the stage of late adulthood (C) discuss the influences of society and culture on those within the stage of late adulthood (C) discuss the influences of society and culture on those within the stage of late adulthood (C) discuss the influences of society and culture on those within the stage of late adulthood (C) discuss the influences of society and culture on those within the stage of late adulthood (C) discuss the influences of society								
Student/Teacher Activity (Text) 9781683112426 (Online Learning Suite)	(11) The student understands the development of adults ages 66 years and older. The student is expected to:	(C) discuss the influences of society and culture on those within the stage of late adulthood			Narrative	(Text) 9781683112426	306	Chapter 12, "Cultural and Societal Influences"
Student/Teacher Student/Teacher General Student/Teacher St				Student/Teacher	Activity	(Text) 9781683112426	314	Critical Thinking, #3
Student/Teacher (Text) 9781683112426 306 Checkpoint #5 (Online Learning Suite) Student/Teacher				Student/Teacher	Activity	(Text) 9781683112426 (Online Learning Suite)	314	Critical Thinking, #4
					Activity	(Text) 9781683112426	306	Checkpoint #5
Teacher Only Narrative				Student/Teacher				
				Teacher Only	Narrative			
Teacher Only (Drop-down menu)				Teacher Only	(Drop-down menu)			

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location
Knowledge and Skills Statement	Student Expectation	Breakout	item Type	Citation Type	Component ISBN	raye (s)	Specific Location
			Teacher Only				
			Teacher Only				
			Teacher Only				
(11) The student understands the development of adults ages 66 years and older. The student is expected to:	(D) discuss the importance of family, human relationships, and social interaction for those within the stage of late adulthood	(f) discuss the importance of family for those within the stage of late adulthood	Student/Teacher	Narrative	9781631265402 (Text) 9781683112426 (Online Learning Suite)	302-303	Chapter 12, "Family Relationships"
			Student/Teacher	Activity	9781631265402 (Text) 9781683112426 (Online Learning Suite)	315	Critical Thinking, #11
			Student/Teacher				
			Student/Teacher Student/Teacher				
			Teacher Only	Narrative			
			Teacher Only	(Drop-down menu)			
			Teacher Only				
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			Teacher Only				
(11) The student understands the development of adults ages 66 years and older. The student is expected to:	(D) discuss the importance of family, human relationships, and social interaction for those within the	(ii) discuss the importance of human relationships for those within the stage of late adulthood	Student/Teacher	Narrative	9781631265402 (Text) 9781683112426	303-304	Chapter 12, "Importance of Social Interaction"
-ger 20 years and state. The state in a supported to	stage of late adulthood				(Online Learning Suite)		
age to your discour. The student is expected to.	stage of late adulthood		Student/Teacher	Activity	9781631265402 (Text) 9781683112426 (Online Learning Suite)	315	Critical Thinking, #11
age 29 years and discor. The student is expected to	stage of late adulthood		Student/Teacher Student/Teacher	Activity Activity	9781631265402 (Text) 9781683112426 (Online Learning Sulte) 9781631265402 (Text) 9781683112426 (Online Learning Sulte)	315	Critical Thinking, #11 Checkpoint #3
age to yours and moor. The student is capacited to.	stage of late adulthood		Student/Teacher Student/Teacher		9781631265402 (Text) 9781683112426 (Online Learning Suite) 9781631265402 (Text) 9781683112426		
To State it is a supported to	stage of late adulthood		Student/Teacher	Activity	9781631265402 (Text) 9781683112426 (Online Learning Suite) 9781631265402 (Text) 978163112426 (Online Learning Suite) 97816311265402 (Text) 9781683112426	306	Checkpoint #3
age 20 years and drawn in statement to expected to	stage of late adulthood		Student/Teacher Student/Teacher	Activity	9781631265402 (Text) 9781683112426 (Online Learning Suite) 9781631265402 (Text) 978163112426 (Online Learning Suite) 97816311265402 (Text) 9781683112426	306	Checkpoint #3
age to yours and moor. The stoom is composited to	stage of late adulthood		Student/Teacher Student/Teacher Student/Teacher Teacher Only	Activity Narrative	9781631265402 (Text) 9781683112426 (Online Learning Suite) 9781631265402 (Text) 978163112426 (Online Learning Suite) 97816311265402 (Text) 9781683112426	306	Checkpoint #3
age to yours and moor. The student is capacited to	stage of late adulthood		Student/Teacher Student/Teacher Student/Teacher Teacher Only Teacher Only Teacher Only	Activity Narrative Narrative	9781631265402 (Text) 9781683112426 (Online Learning Suite) 9781631265402 (Text) 978163112426 (Online Learning Suite) 97816311265402 (Text) 9781683112426	306	Checkpoint #3
	stage of late adulthood		Student/Teacher Student/Teacher Student/Teacher Teacher Only	Activity Narrative Narrative	9781631265402 (Text) 9781683112426 (Online Learning Suite) 9781631265402 (Text) 978163112426 (Online Learning Suite) 97816311265402 (Text) 9781683112426	306	Checkpoint #3

(11) The student understands the development of adults ages 66 years and older. The student is expected to: (ID) discuss the importance of family, human relationships, and social interaction for those within the stage of late adulthood (III) discuss the importance of social interaction for those within the stage of late adulthood Student/Teacher Narrative 9781631265402 (Text) 9781683112426 (Online Learning Suite)	
	"Importance of Social Interaction"
(Online Learning Suite)	Critical Thinking, #11
Studenl/Teacher 9781631265402 (Text) Studenl/Teacher 9781683112426 306 (Online Learning Suite) Activity	Checkpoint #3
(Online Learning Suite) Narrative	Family Relationships*
Student/Teacher Student/Teacher	
Teacher Only Narrative Teacher Only (Drop-down menu)	
reacher Only (Drop-down menu) Teacher Only	
Teacher Only	
Teacher Only	
(12) The student explores opportunities available in education and training. The student is expected to: (A) assess personal interests, aptitudes, and abilities as related to the various stages of human growth and development (B) assess personal interests as related to the various stages of human growth and development (I) assess personal interests as related to the various stages of human growth (I) assess personal interests as related to the various stages of human growth (I) assess personal interests as related to the various stages of human growth (I) assess personal interests as related to the various stages of human growth (I) assess personal interests as related to the various stages of human growth (I) assess personal interests as related to the various stages of human growth (I) assess personal interests as related to the various stages of human growth (I) assess personal interests as related to the various stages of human growth (I) assess personal interests as related to the various stages of human growth (I) assess personal interests as related to the various stages of human growth (I) assess personal interests as related to the various stages of human growth (I) assess personal interests as related to the various stages of human growth (I) assess personal interests as related to the various stages of human growth (I) assess personal interests as related to the various stages of human growth (I) assess personal interests as related to the various stages of human growth (I) assess personal interests as related to the various stages of human growth (I) assess personal interests as related to the various stages of human growth (I) assess personal interests as related to the various stages of human growth (I) assess personal interests as related to the various stages of human growth (I) assess personal interests as related to the various stages of human growth (I) assess personal interests as related to the various stages of human growth (I) assess personal interests as related t	fying Interests, Aptitudes, and Abilities*
(Online Learning Suite)	neckpoint Question #2
(Online Learning Suite)	Critical Thinking #2
(Online Learning Suite) Activity	Critical Thinking #3
Student/Teacher Student/Teacher	
Teacher Only Narrative	

Teacher Only	
Teacher Only Teacher Only	
(12) The student explores opportunities available in education and training. The student is expected to: (A) assess personal interests, aptitudes, and abilities as related to the various stages of human growth and development (ii) assess aptitudes as related to the various stages of human growth Narrative 9781631265402 (Text) 9781683112426 (Online Learning Suite) 377-378 Chapter 15, "Identifying	Interests, Aptitudes, and Abilities*
(Online Learning Suite)	point Question #2
(Online Learning Suite)	tal Thinking #2
(Online Learning Suite) Activity	tal Thinking #3
Student/Teacher Student/Teacher	
Teacher Only Narrative	
Teacher Only (Drop-down menu)	
Teacher Only Teacher Only	
Teacher Only Teacher Only	
(A) assess personal interests, aptitudes, and abilities as related to the various classes of	Interests, Aplitudes, and Abilities"
Studenl/Teacher Activity (Text) 9781683112426 383 Checks (Online Learning Suite)	point Question #2
(Online Learning Suite)	al Thinking #2
9781631265402 (Text) Studenl/Teacher 9781683112426 400 Critic	cal Thinking #3
Online Learning Suite Student/Teacher Student/Teacher	

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location
			Teacher Only	Narrative			
			Teacher Only	(Drop-down menu)			
			Teacher Only Teacher Only				
			Teacher Only				
(12) The student explores opportunities available in education and training. The student is expected to:	(A) assess personal interests, aptitudes, and abilities as related to the various stages of human growth and development	(iv) assess personal interests as related to the various stages of human development	Student/Teacher	Narrative	9781631265402 (Text) 9781683112426 (Online Learning Suite)	377-378	Chapter 15, "Identifying Interests, Aptitudes, and Abilities"
			Student/Teacher	Activity	9781631265402 (Text) 9781683112426 (Online Learning Suite)	383	Checkpoint Question #2
			Student/Teacher	Activity	9781631265402 (Text) 9781683112426 (Online Learning Suite)	400	Critical Thinking #2
			Student/Teacher	Activity	9781631265402 (Text) 9781683112426 (Online Learning Suite)	400	Critical Thinking #3
			Student/Teacher				
			Teacher Only	Narrative			
			Teacher Only	(Drop-down menu)			
			Teacher Only			-	
			Teacher Only Teacher Only				
(12) The student explores opportunities available in education and training. The student is expected to:	(A) assess personal interests, aptitudes, and abilities as related to the various stages of human growth and development	(v) assess aptitudes as related to the various stages of human development	Student/Teacher	Narrative	9781631265402 (Text) 9781683112426 (Online Learning Suite)	377-378	Chapter 15, "Identifying Interests, Aplitudes, and Abilities"
			Student/Teacher	Activity	9781631265402 (Text) 9781683112426 (Online Learning Suite)	383	Checkpoint Question #2
			Student/Teacher	Activity	9781631265402 (Text) 9781683112426 (Online Learning Suite)	400	Critical Thinking #2

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location
			Student/Teacher	Activity	9781631265402 (Text) 9781683112426 (Online Learning Suite)	400	Critical Thinking #3
			Student/Teacher				
			Teacher Only	Narrative			
			Teacher Only	(Drop-down menu)			
			Teacher Only				
			Teacher Only Teacher Only				
(12) The student explores opportunities available in education and training. The student is expected to:	(A) assess personal interests, aptitudes, and abilities as related to the various stages of human growth and development	(vi) assess abilities as related to the various stages of human development	Student/Teacher	Narrative	9781631265402 (Text) 9781683112426 (Online Learning Suite)	377-378	Chapter 15, "Identifying Interests, Aplitudes, and Abilities"
			Student/Teacher	Activity	9781631265402 (Text) 9781683112426 (Online Learning Suite)	383	Checkpoint Question #2
			Student/Teacher	Activity	9781631265402 (Text) 9781683112426 (Online Learning Suite)	400	Critical Thinking #2
			Student/Teacher	Activity	9781631265402 (Text) 9781683112426 (Online Learning Suite)	400	Critical Thinking #3
			Student/Teacher				
			Teacher Only	Narrative			
			Teacher Only Teacher Only	(Drop-down menu)			
			Teacher Only				
			Teacher Only				
(12) The student explores opportunities available in education and training. The student is expected to:	(B) evaluate employment and entrepreneurial opportunities including education requirements in the educational field of interest	(f) evaluate employment opportunities including education requirements in the educational field of interest	Student/Teacher	Narrative	9781631265402 (Text) 9781683112426 (Online Learning Suite)	378-380	Chapter 15, "Determining Education and Training"
			Student/Teacher	Activity	9781631265402 (Text) 9781683112426 (Online Learning Suite)	401	Core Skills #13

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location
			Student/Teacher	Activity	9781631265402 (Text) 9781683112426 (Online Learning Suite)	401	Core Skills #17
			Student/Teacher	Narrative	9781631265402 (Text) 9781683112426 (Online Learning Suite)	413-414	"Knowledge and Skills," Figure 16-9
			Student/Teacher	Activity	9781631265402 (Text) 9781683112426 (Online Learning Suite)	401	Research, #21
			Teacher Only	Narrative			
			Teacher Only	(Drop-down menu)			
			Teacher Only Teacher Only				
			Teacher Only				
(12) The student explores opportunities available in education and training. The student is expected to:	(B) evaluate employment and entrepreneurial opportunities including education requirements in the educational field of interest	(ii) evaluate entrepreneurial opportunities including education requirements in the educational field of interest	Student/Teacher	Narrative	9781631265402 (Text) 9781683112426 (Online Learning Suite)	398-399	Chapter 15, "Entrepreneurship"
			Student/Teacher	Activity	9781631265402 (Text) 9781683112426 (Online Learning Suite)	401	Core Skills, #17
			Student/Teacher	Narrative	9781631265402 (Text) 9781683112426 (Online Learning Suite)	378-380	Chapter 15, "Determining Education and Training"
			Student/Teacher	Activity	9781631265402 (Text) 9781683112426 (Online Learning Suite)	401	Research, #21
			Student/Teacher	Narrative	9781631265402 (Text) 9781683112426 (Online Learning Suite)	410	Fourth paragraph
			Teacher Only	Narrative			
			Teacher Only	(Drop-down menu)			
			Teacher Only Teacher Only		-		
			Teacher Only				

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location
(12) The student explores opportunities available in education and training. The student is expected to:	(C) propose short-term and long-term education and career goals	(i) propose short-term education goals	Student/Teacher	Narrative	9781631265402 (Text) 9781683112426 (Online Learning Suite)	381-328	Chapter 15, "Developing a Career Plan"
			Student/Teacher	Activity	9781631265402 (Text) 9781683112426 (Online Learning Suite)	401	Research, #21
			Student/Teacher	Narrative	9781631265402 (Text) 9781683112426 (Online Learning Suite)	378-370	"Determining Education and Training"
			Student/Teacher	Activity	9781631265402 (Text) 9781683112426 (Online Learning Suite)	383	Checkpoint #8
			Student/Teacher	Narrative	9781631265402 (Text) 9781683112426 (Online Learning Suite)	414	First paragraph
			Teacher Only	Narrative			
			Teacher Only	(Drop-down menu)			
			Teacher Only Teacher Only				
			Teacher Only				
(12) The student explores opportunities available in education and training. The student is expected to:	(C) propose short-term and long-term education and career goals	(ii) propose short-term career goals	Student/Teacher	Narrative	9781631265402 (Text) 9781683112426 (Online Learning Suite)	381-382	Developing a Career Plan
			Student/Teacher	Activity	9781631265402 (Text) 9781683112426 (Online Learning Suite)	401	Core Skills, #17
			Student/Teacher	Activity	9781631265402 (Text) 9781683112426 (Online Learning Suite)	383	Checkpoint Question #8
			Student/Teacher	Activity	9781631265402 (Text) 9781683112426 (Online Learning Suite)	401	Research, #21
			Student/Teacher	· · · · · · · · · · · · · · · · · · · ·			

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location
			Teacher Only	Narrative			
			Teacher Only	(Drop-down menu)			
			Teacher Only Teacher Only				
			Teacher Only				
(12) The student explores opportunities available in education and training. The student is expected to:	(C) propose short-term and long-term education and career goals	(iii) propose long-term education goals	Student/Teacher	Narrative	9781631265402 (Text) 9781683112426 (Online Learning Suite)	381-382	Chapter 15, "Developing a Career Plan"
			Student/Teacher	Activity	9781631265402 (Text) 9781683112426 (Online Learning Suite)	401	Research, #21
			Student/Teacher	Narrative	9781631265402 (Text) 9781683112426 (Online Learning Suite)	378-380	"Determining Education and Training"
			Student/Teacher	Activity	9781631265402 (Text) 9781683112426 (Online Learning Suite)	383	Checkpoint #8
			Student/Teacher	Activity	9781631265402 (Text) 9781683112426 (Online Learning Suite)	401	Core Skills, #17
			Teacher Only	Narrative			
			Teacher Only Teacher Only Teacher Only Teacher Only	(Drop-down menu)			
(12) The student explores opportunities available in education and training. The student is expected to:	(C) propose short-term and long-term education and career goals	(iv) propose long-term career goals	Student/Teacher	Narrative	9781631265402 (Text) 9781683112426 (Online Learning Suite)	381-382	Developing a Career Plan
			Student/Teacher	Activity	9781631265402 (Text) 9781683112426 (Online Learning Suite)	401	Core Skills, #17

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location
			Student/Teacher	Activity	9781631265402 (Text) 9781683112426 (Online Learning Suite)	383	Checkpoint Question #8
			Student/Teacher	Activity	9781631265402 (Text) 9781683112426 (Online Learning Suite)	401	Research, #21
			Student/Teacher				
			Teacher Only	Narrative			
			Teacher Only	(Drop-down menu)			
			Teacher Only Teacher Only				
			Teacher Only				
(12) The student explores opportunities available in education and training. The student is expected to:	(D) demonstrate effective methods and obligations for securing, maintaining, and terminating employment	(i) demonstrate effective methods for securing employment	Student/Teacher	Narrative	9781631265402 (Text) 9781683112426 (Online Learning Suite)	385-392	Chapter 15, "Securing Employment"
			Student/Teacher	Activity	9781631265402 (Text) 9781683112426 (Online Learning Suite)	401	Event Prep, #23
			Student/Teacher	Activity	9781631265402 (Text) 9781683112426 (Online Learning Suite)	392	Checkpoint Questions #1-6
			Student/Teacher	Narrative	9781631265402 (Text) 9781683112426 (Online Learning Suite)	383-385	"Finding Job Openings"
			Student/Teacher				
			Teacher Only	Narrative			
			Teacher Only	(Drop-down menu)			
			Teacher Only				
			Teacher Only Teacher Only				
(12) The student explores opportunities available in education and training. The student is expected to:	(D) demonstrate effective methods and obligations for securing, maintaining, and terminating employment	(ii) demonstrate effective methods for maintaining employment	Student/Teacher	Narrative	9781631265402 (Text) 9781683112426 (Online Learning Suite)	392-397	Chapter 15, "Succeeding at Work"

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location
			Student/Teacher	Activity	9781631265402 (Text) 9781683112426 (Online Learning Suite)	400	Critical Thinking, #10
			Student/Teacher	Activity	9781631265402 (Text) 9781683112426 (Online Learning Suite)	398	Checkpoint Questions #1-6
			Student/Teacher	Activity	9781631265402 (Text) 9781683112426 (Online Learning Suite)	401	Core Skills, #18
			Student/Teacher				
			Teacher Only	Narrative			
			Teacher Only	(Drop-down menu)			
			Teacher Only				
			Teacher Only				
			Teacher Only				
(12) The student explores opportunities available in education and training. The student is expected to:	(D) demonstrate effective methods and obligations for securing, maintaining, and terminating employment	(iii) demonstrate effective methods for terminating employment	Student/Teacher	Narrative	9781631265402 (Text) 9781683112426 (Online Learning Suite)	397	Chapter 15, "Leaving a Job"
			Student/Teacher	Activity	9781631265402 (Text) 9781683112426 (Online Learning Suite)	401	Core Skills, #19
			Student/Teacher	Activity	9781631265402 (Text) 9781683112426 (Online Learning Suite)	398	Checkpoint Question #6
			Student/Teacher	,			
			Sludent/Teacher Teacher Only	Narrative			
			Teacher Only	(Drop-down menu)			
			Teacher Only				
			Teacher Only Teacher Only				
(12) The student explores opportunities available in education and training. The student is expected to:	(D) demonstrate effective methods and obligations for securing, maintaining, and terminating employment	(iv) demonstrate obligations for securing employment	Student/Teacher	Narrative	9781631265402 (Text) 9781683112426 (Online Learning Suite)	385-392	Chapter 15, "Securing Employment"

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Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location
			Student/Teacher	Activity	9781631265402 (Text) 9781683112426	401	Event Prep, #23
					(Online Learning Suite) 9781631265402		
			Student/Teacher	Activity	(Text) 9781683112426 (Online Learning Suite)	392	Checkpoint Questions #1-6
			Student/Teacher	Narrative	9781631265402 (Text) 9781683112426 (Online Learning Suite)	383-385	Finding Job Openings
			Student/Teacher	ivaliative			
			Teacher Only	Narrative			
			Teacher Only Teacher Only	(Drop-down menu)			
			Teacher Only				
			Teacher Only				
(12) The student explores opportunities available in education and training. The student is expected to:	(D) demonstrate effective methods and obligations for securing, maintaining, and terminating employment	(v) demonstrate obligations for maintaining employment	Student/Teacher	Narrative	9781631265402 (Text) 9781683112426 (Online Learning Suite)	392-397	Chapter 15, "Succeeding at Work"
			Student/Teacher	Activity	9781631265402 (Text) 9781683112426 (Online Learning Suite)	400	Critical Thinking, #10
			Student/Teacher	Activity	9781631265402 (Text) 9781683112426 (Online Learning Suite)	398	Checkpoint Questions #1-6
			Student/Teacher	Activity	9781631265402 (Text) 9781683112426 (Online Learning Suite)	401	Core Skills, #18
			Student/Teacher				
			Teacher Only	Narrative			
			Teacher Only	(Drop-down menu)			
			Teacher Only				
			Teacher Only Teacher Only		-		
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Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location
(12) The student explores opportunities available in education and training. The student is expected to:	(D) demonstrate effective methods and obligations for securing, maintaining, and terminating employment	(vi) demonstrate obligations for terminating employment	Student/Teacher	Narrative	9781631265402 (Text) 9781683112426 (Online Learning Suite)	397	Chapter 15, "Leaving a Job"
			Student/Teacher	Activity	9781631265402 (Text) 9781683112426 (Online Learning Suite)	401	Core Skills, #19
			Student/Teacher	Activity	9781631265402 (Text) 9781683112426 (Online Learning Suite)	398	Checkpoint Question #6
			Student/Teacher				
			Student/Teacher Teacher Only	Narrative			
			Teacher Only	(Drop-down menu)			
			Teacher Only	(Brop down mond)			
			Teacher Only				
			Teacher Only				
(13) The student documents technical knowledge and skills. The student is expected to:	(A) update professional portfolio components, such as resume, samples of work, service learning log, assessment results, and mock scholarship applications	(i) update professional portfolio components	Student/Teacher	Narrative	9781631265402 (Text) 9781683112426 (Online Learning Suite)	388	Chapter 15, "Creating a Portfolio"
			Student/Teacher	Activity	9781631265402 (Text) 9781683112426 (Online Learning Suite)	401	Event Prep #23
			Student/Teacher				
			Student/Teacher Student/Teacher				
			Teacher Only	Narrative			
			Teacher Only	(Drop-down menu)			
			Teacher Only Teacher Only				
			Teacher Only Teacher Only				
(13) The student documents technical knowledge and skills. The student is expected to:	(B) present the portfolio of interest to interested stakeholders	(i) present the portfolio of interest to interested stakeholders	Student/Teacher	Narrative	9781631265402 (Text) 9781683112426 (Online Learning Suite)	391	Chapter 15, first paragraph

Knowledge and Skills Statement	Student Expectation	Breakout	Item Type	Citation Type	Component ISBN	Page (s)	Specific Location
			Student/Teacher	Activity	9781631265402 (Text) 9781683112426 (Online Learning Suite)	401	Event Prep #23
			Student/Teacher	Narrative	9781631265402 (Text) 9781683112426 (Online Learning Suite)	388	Chapter 15, "Creating a Portfolio"
			Student/Teacher				
			Student/Teacher				
			Teacher Only	Narrative			
			Teacher Only	(Drop-down menu)			
			Teacher Only				
			Teacher Only				
			Teacher Only				