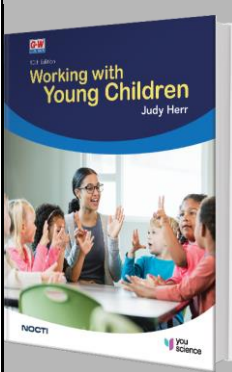




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 Correlation of *WORKING WITH YOUNG CHILDREN 10E*
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 to the FCS National Standards
 for Education and Early Childhood.



| STANDARD | G-W CORRELATING PAGES |
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| Content Standard 4.1 | |
| Analyze career paths within early childhood, education and related services. | |
| 4.1.1 Explain the roles and functions of individuals engaged in early childhood, education, and services. | 4-29, 108-110, 173-203, 204-227, 228-255, 256-281, 282-317, 318-347, 372-387, 412-433, 434-465, 466-497, 498-523, 524-545, 566-589, 590-623, 624-645, 646-665, 666-691, 692-713, 715-747, 774-811 |
| 4.1.2 Analyze opportunities for employment, entrepreneurial endeavors, and emerging careers. | 10-15, 219, 307, 393, 471, 520, 603, 678, 781, 683, 801, 830, 844-859 |
| 4.1.3 Summarize education and training requirements and opportunities for career paths in early childhood, education, and services. | 6-16, 13, 30-43, 844-859 |
| 4.1.4 Analyze the impact of early childhood, education, and services occupations on individual/family, local, state, national, and global economies. | 10 |
| 4.1.5 Create an employment portfolio to communicate education and early childhood knowledge and skills. | 844-859, 29, 53, 85, 111, 131, 149, 171, 203, 227, 255, 281, 317, 347, 371, 387, 411, 433, 465, 497, 523, 545, 565, 589, 623, 645, 665, 691, 713, 747, 773, 811, 865 |
| 4.1.6 Analyze the role of professional organizations in education and early childhood. | 14-15, 20-22, 33, 876-880 |
| Content Standard 4.2 | |
| Analyze developmentally appropriate and culturally responsive practices to plan for early childhood, education, and services. | |
| 4.2.1 Analyze child development theories and their implications for educational and childcare practices. | 54-68, 79, 96, |
| 4.2.2 Explore assessment tools and methods to observe and interpret children's growth and development | 61, 79, 412-427 |

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| | and apply to assess growth and development across the lifespan. | |
| 4.2.3 | Analyze cultural and environmental influences when assessing development of children, youth and adults. | 175, 268, 453, 821 |
| 4.2.4 | Address specific developmental needs of children, youth and adults based on assessment of their abilities. | 54-67, 86-101, 112-122, 132-143, 150-161 |
| 4.2.5 | Analyze strategies that promote growth and development of children, youth and adults. | 54-67, 86-101, 112-122, 132-143, 150-161, 434-448 |
| Content Standard 4.3 | | |
| Demonstrate integration of curriculum and instruction to meet developmental needs and interests of children, youth and adults, considering gender, ethnicity, geographical, cultural, and global influences. | | |
| 4.3.1 | Analyze a variety of curriculum and instructional models. | 434-448, 466-487, 498-510, 524-530, 546-555, 566-573, 590-613, 624-631, 646-653, 666-680 |
| 4.3.2 | Implement learning activities in all curriculum areas that meet the developmental needs of learners. | 466-487, 498-510, 524-530, 546-555, 566-573, 590-613, 624-631, |
| 4.3.3 | Implement an integrated curriculum that incorporates a learner's language, learning styles, early experiences, and cultural values. | 95, 107-110, 325, 453, 629, 821, 823, 836 |
| 4.3.4 | Demonstrate a variety of teaching methods to meet individual needs of learners. | 123, 126, 264, 363, 365, 556, 752, 774-796, |
| 4.3.5 | Arrange the classroom environment to provide for learners' exploration, discovery, development, and reflection through multiple methods including learning centers. | 172-184, 181, 188, 204-218, 380 |
| 4.3.6 | Establish effective activities, routines, and transitions for various age groups. | 157, 353, 388-395, 437, 442, 458, 478-487, 573-588, 704, 763-770, 832-840 |
| Content Standard 4.4 | | |
| Demonstrate a safe and healthy learning environment for children, youth and adults. | | |
| 4.4.1 | Manage physical space to maintain a learning environment that is safe and healthy and encourages physical activity. | 172-184, 196-207, 204-218, 230-243, 275, 295, 356, 379, 407, 458, 474, 493, 539, 553, 575, 608 |
| 4.4.2. | Apply safe and healthy practices that comply with local, state, and federal regulations to assure learners' safety. | 43-53, 196, 275 |
| 4.4.3 | Implement strategies to teach health, safety, and sanitation habits. | 284-297, 437, 458, 503 |

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| 4.4.4 | Plan safe and healthy meals and snacks that meet USDA standards. | 259, 263, 264, 273, 275, 299, 312, 646-653, 662 |
| 4.4.5 | Document symptoms of child abuse and neglect and use appropriate procedures to report suspected abuse or neglect to the designated authorities. | 104, 244-255 |
| 4.4.6 | Implement basic health practices and prevention procedures for workers and learners regarding illness, communicable diseases, accidents and trauma. | 17, 104, 157, 164, 217, 218, 224, 232, 237, 240, 242, 228-255, 275, 321, 356, 379, 474, |
| 4.4.7 | Demonstrate security and emergency procedures. | 177, 230-243 |
| Content Standard 4.5 | | |
| Demonstrate skills for building and maintaining positive collaborative relationships with children, youth and adults in their family and community environments, considering gender, ethnicity, geographical, cultural, and global influences. | | |
| 4.5.1 | Apply developmentally appropriate and culturally responsive guidelines for behavior. | 175, 318-333, 353, 356, 363, 362-370, 372-385, 660 |
| 4.5.2 | Demonstrate problem-solving and decision making skills when working with children, youth and adults. | 29, 249, 568-572, 814, 848 |
| 4.5.3 | Demonstrate interpersonal skills that promote positive and productive relationships with learners. | 20, 387, 756, 860 |
| 4.5.4 | Implement strategies for constructive and supportive interactions between children, youth and adults and their families and communities. | 95, 107-110, 374, 812-832, 836, 842, |
| 4.5.5 | Analyze learners' developmental progress and summarize developmental issues and concerns. | 45, 331, 334, 351, 418, 419, 450, 479, 488, 533, 681, 775-795 |
| Content Standard 4.6 | | |
| Demonstrate professional practices and standards related to working with children, youth and adults, including diverse populations. | | |
| 4.6.1 | Utilize opportunities for continuing training and education. | 4-16, 30-43, 46 |
| 4.6.2 | Apply professional ethical standards as accepted by the recognized professional organizations. | 21, 45, 95, 179, 384, 528, 570, 836, 858, 871, 872 |
| 4.6.3 | Implement federal, state, and local standards, policies, regulations, and laws that affect programs for children, youth and adults and their families. | 232, 237, 244-255, 286, 297, 374, 751, 776-782, 796, 809 |

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| <p>4.6.4 Demonstrate enthusiasm, initiative, and commitment to program goals and improvements.</p> | <p>16-27, 47-52, 258-259, 589, 821</p> |
| <p>4.6.5 Examine entrepreneurial and management skills to planning businesses in early childhood, education, and services.</p> | <p>6, 13-14</p> |
| <p>4.6.6 Identify ways educators can advocate to influence policies, agencies, and institutions for the benefit of children, youth and adults and their families.</p> | <p><i>Teaching, 4e</i>, 2024, 152-153, 153-159, 159-160, 287-288, 426, 430, 443, 444</p> |