

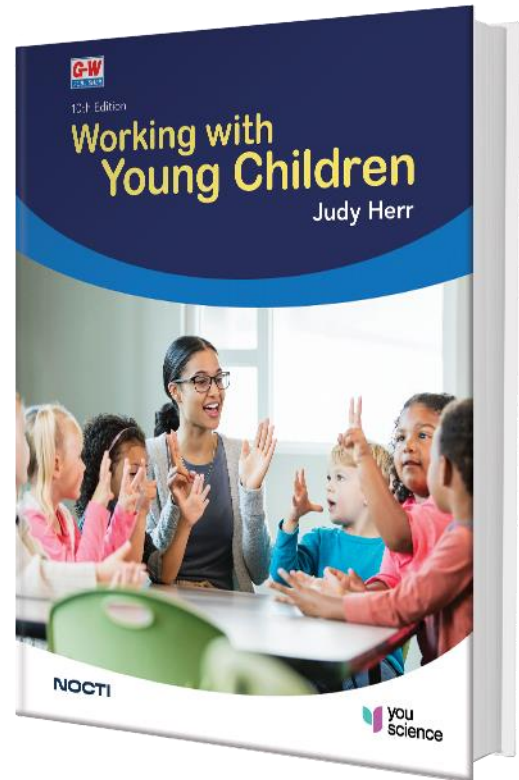
To Precision Exams by YouScience Early Childhood Education

Goodheart-Willcox is pleased to partner with Precision Exams by YouScience by correlating *Working with Young Children* to their Early Childhood Education standards. Precision Exams standards and Career Skills Exams were created in concert with industry and subject matter experts to match real-world job skills and marketplace demands. Students that pass the exam and performance portion of the exam can earn a Career Skills Certification.

The correlation chart below lists the standards, objectives, and indicators for the Early Childhood Education exam in the left column. Corresponding content from *Working with Young Children* that can be used by a student to help achieve the standard, objective, or indicator is listed in the right column.

For more information on Precision Exams by YouScience, including a complete listing of their 150+ Career Skills Exams and Certificates, please visit

www.youscience.com/certifications/career-clusters/.



Standards / Objectives / Indicators	Textbook Pages
Standard 1: Students will identify and/or demonstrate developmentally appropriate practices (DAP).	
Objective 1. Identify and/or demonstrate DAP activities for young children.	16-19
Indicator 1: Define DAP (Characteristics: age and individual appropriateness, hands-on, concrete, real, relevant, uses all areas of development, multicultural, nonsexist).	18
Indicator 2: Types of learning and play: child-directed, teacher-directed, child-initiated.	438-441
Indicator 3: Active vs. passive learning.	440-441
Indicator 4: Effective transitions.	460
Indicator 5: DAP materials and activities for specific ages and areas of development (cognitive, social, emotional, moral, and physical [gross and fine motor]).	15-16, 204-227

Standards / Objectives / Indicators	Textbook Pages
Indicator 6: Positive questioning techniques (open-ended questions).	513, 519, 597, 826
Objective 2. Identify and/or demonstrate positive guidance techniques for preschoolers.	333-347
Indicator 1: Review common reasons for misbehavior (normal behavior, natural curiosity, don't know better, to get attention, for power, revenge, feeling inadequate and need to feel they belong).	351-359
Indicator 2: Positive guidance: natural consequences, logical consequences, positive statements, redirection, limited choices, time out, positive reinforcement, modeling, child-directed and problem-solving.	362-369
Indicator 3: Identify and/or demonstrate the ability to maintain control in a large and small group setting	320-344, 374-384
Objective 3. Incorporate observation techniques and guidelines while studying children and develop strategies to meet their needs.	412-433
Indicator 1: Purpose of observing children (formal & informal assessments, curriculum planning, children's developmental stages).	414-430
Indicator 2: Objective/factual statements vs. subjective/interpretative statements.	419-421
Objective 4. Identify and/or implement appropriate environmental space arrangement	174-183
Indicator 1. Physical characteristics in a classroom (floor coverings, permanent fixtures, storage for materials, color and children's display and personal storage, child-size furniture).	180-183
Indicator 2. Space arrangements (quiet, active, wet, dry, centers, group and individual space).	184-200

Standards / Objectives / Indicators	Textbook Pages
Standard 2. Students will develop and/or implement age appropriate curriculum for young children.	
Objective 1. Identify components of curriculum planning.	434-465
Indicator 1: Identify and/or demonstrate the responsibilities of the lead and support teacher.	438-439
Indicator 2: Understand calendaring, daily scheduling, routines, learning centers, and group time.	18-19, 390-406

Standards / Objectives / Indicators	Textbook Pages
Indicator 3. Components of a lesson plan: theme, objectives, concepts, procedures, and transitions.	434-465
Objective 2. Create DAP learning experiences for preschoolers.	18-19, 434-465
Indicator 1: Language/literacy activities (fingerplays, stories, show and tell).	498-523
Indicator 2: Math activities (sequencing, sorting, classification, matching, seriation, manipulatives).	566-589
Indicator 3: Creative arts activities (Four stages of art: 1) scribbling, 2) pre-schematic, 3) schematic, 4) realism).	466-497
Indicator 4: Science and sensory activities.	590-623
Indicator 5: Music and movement activities.	666-691
Indicator 6: Social and emotional activities.	624-643
Indicator 7: Dramatic play.	524-544
Indicator 8: Food experiences.	646-665
Indicator 9: Free play.	392, 409

Standards / Objectives / Indicators	Textbook Pages
Standard 3. Students will identify and/or demonstrate how to maintain a healthy environment for young children	
Objective 1. Identify and/or demonstrate how to maintain a secure and healthy environment for young children.	172-183
Indicator 1: Safety guidelines.	181, 183-203
Indicator 2: Health and wellness (childhood illnesses, communicable diseases and basic first aid: poisoning, cuts, bumps and bruises, and choking)	282-317
Indicator 3. Emergency procedures (fire, earthquake and intruders)	228-255
Indicator 4. Sanitation and handwashing (20 seconds, upon arrival, before and after snack, prior to sensory, after restroom use)	290, 293-296
Indicator 5. Identifying and reporting procedures for abuse and neglect	230, 244-255
Objective 2. Describe the factors to consider in meeting the nutritional needs of young children	256-281, 648-668
Indicator 1: Healthy snacks and meals	270-281

Standards / Objectives / Indicators	Textbook Pages
Indicator 2: Food safety (allergies, use of gloves, follow food handling guidelines)	268, 273-277, 653-657

Standards / Objectives / Indicators	Textbook Pages
Standard 4. Students will evaluate the quality of various early childhood programs and review applicable licensing rules.	
Objective 1. Classify the types of childcare programs by category.	30-53
Indicator 1: Categories of childcare: custodial, developmental, and comprehensive child care.	35-42
Indicator 2: Pros, cons, and flexibility associated with various types of childcare (hourly, Montessori, head start, preschool, on-site, home care, and day care centers and laboratory schools).	34-42
Objective 2. Identify current childcare licensing rules.	43-53
Indicator 1: Qualifications for directors, caregivers, and assistant caregivers.	35, 43-53
Indicator 2: Licensing rules (confidentiality issues, proof of immunizations)	35-36, 45

Standards / Objectives / Indicators	Textbook Pages
Standard 5. Students will identify and/or demonstrate employment skills needed to work with young children.	
Objective 1. Identify and/or demonstrate positive employment characteristics (punctuality, teamwork, problem solving, dependability, respect).	844-875
Indicator 1: Identify components of a resume.	849-856
Objective 2. Identify and/or demonstrate effective communication skills (children, staff, parents, and employers).	847-848
Objective 3. Identify the requirements and advantages for obtaining the Child Development Associate (CDA) credential.	11, 14-15