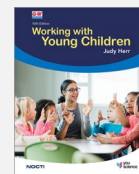
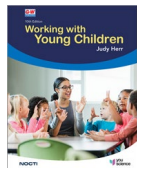




Goodheart-Willcox
Correlation Working with Young Children, (2024)
Texas Essential Knowledge And Skills For Career Development
And Career And Technical Education
Course Name and Number: 127.318 Child Guidance (Grade 9-12)



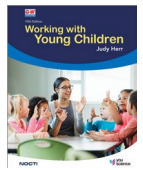
Standards		Correlating Text Pages
(c) Introduction		
(1) Career and technical education instruction provides content aligned with challenging academic standards, industry-relevant technical knowledge, and college and career readiness skills for students to further their education and succeed in current and 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) Child Guidance is a course that addresses the knowledge and skills related to child growth and guidance, equipping students to develop positive relationships with children and effective caregiver skills. Students use these skills to promote the well-being and healthy development of children, strengthen a culturally diverse society, and pursue careers related to the care, guidance, and education of children, including those with special needs. Instruction may be delivered through school-based laboratory training or through work-based delivery arrangements such as cooperative education, mentoring, and job shadowing.		
(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.		
(d) Knowledge and Skills		
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:		
(A) demonstrate effective verbal, nonverbal, written, and electronic communication skills;		19, 23 (Characteristics of a Successful Teacher)
(B) demonstrate effective collaboration skills within the workplace;		19-20
(C) identify characteristics of effective leaders and team members;		19-20



Standards	Correlating Text Pages
(D) explain the importance of time management to succeed in the workforce;	20
(E) apply work ethics and professionalism in a job setting; and	20-22, 21 (Ethical Responsibilities), 23 (Characteristics of a Successful Teacher)
(F) use appropriate problem-solving and critical-thinking skills.	23 (Characteristics of a Successful Teacher)
(2) The student practices ethical and legal responsibilities associated with providing childcare services. The student is expected to:	
(A) apply ethical codes of conduct in a childcare setting;	20-22, 21(Ethical Responsibilities), 23 (Characteristics of a Successful Teacher)
(B) create coherent written communication between parents and childcare staff;	817-821
(C) identify regulatory and compliance guidelines for maintaining documentation in childcare settings, including educational, personnel, and public records;	416-417, 425, 462
(D) advocate through appropriate means for children when necessary;	16-17
(E) comply with laws and regulations related to childcare services;	244-253, 246 (Signs of Possible Physical Abuse), 247 (Case Study), 249 (Workplace Connections: Liability Insurance)

Standards	Correlating Text Pages
(F) determine potential uses and management of technology, media, and resources to foster healthy child development; and	214, 216-217, 217 (Health Highlights), 600-602, 816-817
(G) employ safeguards to prevent misuse and abuse of technology and media with children.	214, 216-217, 207 (Health Highlights), 600-602, 816-817
(3) The student analyzes childcare options for children of various ages. The student is expected to:	
(A) compare the financial considerations of childcare options;	8
(B) examine criteria for selecting quality childcare; and	33-34, 50 (Selecting Quality Childcare)
(C) review minimum standards for licensing and regulations for center-based and home-based programs.	33-34, 50 (Selecting Quality Childcare)
(4) The student analyzes responsibilities that promote health and wellness of children. The student is expected to:	
(A) monitor student behavior for signs of physical illness and emotional disturbances in children;	362-369, 363 (Works have Connections), 365 (Early Childhood Insight: Helping Children Manage Anger)
(B) practice child guidance techniques that contribute to the health and wellness of children such as adequate rest, exercise, safety, and sanitation;	285-295, 286 (Immunizations for Young Children), 289 (Health Highlights) 290-291 (Communicable Diseases)
(C) apply procedures for creating safe environments for children; and	193 (Case Study), 233-235, 234 Workplace Connections: Identifying Hazards), 744-745

Standards	Correlating Text Pages
(D) create a meal plan for children, including nutritious snacks, following appropriate food guidelines.	648-660,650 (Nutrition Concepts for Young Children), 654 (Planting a Vegetable Garden Snack), 655 (Good Book About Food)
(5) The student analyzes the effect of play in the development of children. The student is expected to:	
(A) create examples of play that promote the physical, intellectual, emotional, and social development of children; and	530-533, 531 (Value of Play)
(B) implement strategies to encourage socially appropriate constructive and creative play, including indoor and outdoor activities.	206-217, 207 (Program Goal), 20 (Toy Selection), 210-212 (Suggested Equipment and Supplies for a Class Unit of 15 Preschoolers)
(6) The student applies appropriate guidance techniques for children of various ages and developmental levels, including those with special needs. The student is expected to:	
(A) discuss the various types of guidance and their effects on children;	333-341, 334 (Workplace Connections: Observing Verbal Environments), 339 (Health Highlights)
(B) determine and apply appropriate guidance techniques; and	333-341, 334 (Workplace Connections: Observing Verbal Environments), 339 (Health Highlights)
(C) distinguish between guidance techniques and behavior that could be considered inappropriate, harmful, or abusive.	333-341, 334 (Workplace Connections: Observing Verbal Environments), 339 (Health Highlights)
(7) The student will implement appropriate strategies and practices for optimizing the development of children ages birth through twelve months, including those with special needs. The student is expected to:	
(A) create and implement activities for the development of sensory skills;	378-379, 379 (Safety First), 492-494, 493 (Safety First), 740



Standards	Correlating Text Pages
(B) create and implement activities for the development of language skills;	116-117, 124, 138 139
(C) create and implement activities for the development of physical and motor skills; and	685-684, 686 (Body Movements)
(D) create and implement activities for the development of social skills.	72-74 72 (Erikson's Stages. Development), 118-119, 126, 143-146, 489 (Learning Through Block Play)
(8) The student will implement appropriate strategies and practices for optimizing the development of children ages 13 months through 35 months, including those with special needs. The student is expected to:	
(A) create and implement lesson plans for the development of physical skills;	114-116, 122-124, 134-136, 489 (Learning Through Block Play)
(B) create and implement lesson plans for the development of vocabulary and language skills;	116-117, 124, 138-139
(C) create and implement lesson plans for the development of appropriate mathematics skills;	66-67, 118, 125-126, 141
(D) create and implement lesson plans for the development of appropriate science skills; and	592-599, 595 [Science Supplies), 5971 Open Ended and closed-Ended Questions), 598 (Questions to Encourage thought)
(E) create and implement lesson plans for the development of social and emotional skills.	101-106, 104 (Safety First), 118-120

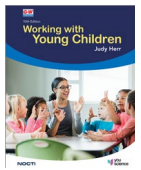
Standards	Correlating Text Pages
(9) The student will implement appropriate strategies and practices for optimizing the development of children ages 3 through 5 years, including those with special needs. The student is expected to:	
(A) create and implement lesson plans for the development of physical skills;	152-154, 65-689, 686 (Body Movement)
(B) create and implement lesson plans for the development of appropriate reading and language skills;	160
(C) create and implement lesson plans for the development of appropriate mathematics and problem-solving skills;	573-587, 574 (Supplies For Muth Activities 583 (Workplace Connections: Recognizing Numerals in the Classroom), 587 (Books For Teaching Math)
(D) create and implement lesson plans for the development of appropriate science skills; and	604-621, 608 (Workplace Connections: Experimenting with Ice), 612(Science Field Trips), 619 (Early Childhood Insight: Classroom Animals)
(E) create and implement lesson plans for the development of social and emotional skills.	161-164
10. The student makes informed career decisions that reflect personal, family, and career goals. The student is expected to:	
(A) analyze the impact of career decisions on personal and family goals;	846-849, 849 (Professional Priorities of Early Childhood Teachers)
(B) assess personal interests, aptitudes, and abilities needed in the childcare profession;	846-849, 849 (Professional Priorities of Early Childhood Teachers)



Goodheart-Willcox Publisher

18604 West Creek Drive • Tinley Park, IL 60477-6243

Web www.g-w.com
Orders 800.323.0440
Phone 708.687.5000
Fax 708.687.5068



Standards	Correlating Text Pages
(C) develop short- and long-term career goals;	846-847
(D) evaluate employment and entrepreneurial opportunities; and	13-14
(E) evaluate educational requirements for early childhood development and services	14-15, 46 (Early Childhood Insight: Training Requirements and Career Paths for Early Childhood Professionals)