

Correlation of Child Development: Early Stages Through Adolescence

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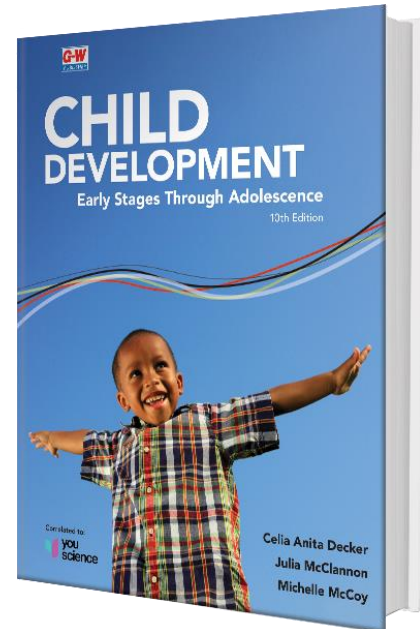
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The correlation chart below lists the standards, objectives, and indicators for the Early Childhood Education exam in the left column. Corresponding content from *Child Development: Early Stages Through Adolescence* that can be used by a student to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

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Standards / Objectives / Indicators	Textbook Pages
Standard 1: Students will evaluate parenting roles and responsibilities.	
Objective 1: Recognize the characteristics and responsibilities of parenting.	90-117
Indicator 1: Identify the importance of children in society.	19-24
Indicator 2: Evaluate the rights of children.	19-24
Indicator 3: Evaluate parenting responsibilities as they relate to children’s rights.	90-118
Indicator 4: Recognize that early childhood experiences impact individuals as adults.	46, 700-701, 713
Indicator 5: Evaluate factors to consider in determining personal preparedness for parenthood.	90-117
Indicator 6: Discuss ways parenting skills can be developed.	94-102
Indicator 7: Evaluate the demands and rewards of parenting.	90-117

Standards / Objectives / Indicators	Textbook Pages
Indicator 8: Analyze the importance of literacy in building the parent/child relationship, as well as enhancing children’s areas of development.	377-379; 531; 642
Objective 2. Explain the importance of nurture and nature.	10-11
Indicator 1: Discuss nature (heredity) and its implications.	9-12
Indicator 2: Evaluate the impact of nurturing upon all aspects of development.	10-11; 105
Objective 3. Identify factors influencing the development of self-concept.	495; 511; 603-604; 616-617
Indicator 1: Define self-concept.	495
Indicator 2: Discuss ways self-concept impacts development.	495
Indicator 3: Explore the four components of the self-concept cycle.	495
Indicator 4: Identify the influences that affect the development of low and high self-concepts.	389; 495
Indicator 5: Discuss ways to promote positive self-concepts in children.	511

Standards / Objectives / Indicators	Textbook Pages
Standard 2. Students will identify growth and development.	
Objective 1. Identify patterns and areas of growth and development.	4-32
Indicator 1: Identify the basic concepts and patterns of growth and development.	6-12
Indicator 2: Identify and analyze the five areas of development.	6-12
Indicator 3. Describe the interrelationships between physical, cognitive, social, emotional, and moral aspects of developing the whole child.	7
Objective 2. Identify the characteristics of selected developmental theories.	17-18
Indicator 1: Recognize that the study of child development is based on research	20

Standards / Objectives / Indicators	Textbook Pages
Standard 3. Students will identify characteristics of birth defects, pregnancy, prenatal care and development, and childbirth.	

Standards / Objectives / Indicators	Textbook Pages
Objective 1. Identify genetic and environmental factors influencing birth defects and prenatal care.	134-143
Indicator 1: Analyze the influence and effects of genetics and heredity	132-136
Indicator 2: Define dominant and recessive genes	133-136
Indicator 3. Specify lifestyle factors that minimize environmental birth defects	140-143
Indicator 4. Identify the role of folic acid in the prevention of neural tube defects	145; 150
Indicator 5. Identify genetic and environmental factors influencing birth defects	134-143
Indicator 6: Explain the role of prenatal testing in the detection of birth defects	148-150
Objective 2. Identify the parts and functions of the female and male reproductive systems.	123-124
Indicator 1: Parts and functions of the female reproductive system.	123-124
Indicator 2 Parts and functions of the male reproductive system.	123-124
Objective 3. Explain the characteristics of pregnancy.	120-157
Indicator 1: Analyze the health risk of teen pregnancy.	175-185
Indicator 2: Explain ovulation and conception.	122
Indicator 3: Identify the early signs and symptoms of pregnancy.	146
Indicator 4: Identify common discomforts during pregnancy.	146
Indicator 5: Identify potential pregnancy complications.	160-174
Indicator 6: Discuss the importance of early and ongoing prenatal care.	144-145; 147-153

Standards / Objectives / Indicators	Textbook Pages
Objective 4. Identify characteristics of prenatal development.	124-130
Indicator 1: Outline the stages occurring during prenatal development.	124-130
Indicator 2: Define and discuss prenatal terminology.	122-129

Standards / Objectives / Indicators	Textbook Pages
Indicator 3: Identify the prenatal development occurring during each trimester.	124-129
Indicator 4: Discuss multiple births.	166-174
Objective 5. List the events in the childbirth process.	201-202
Indicator 1: Define childbirth terms.	201-205
Indicator 2: Outline the three stages of labor.	201-202
Indicator 3: Discuss delivery options.	194-198
Indicator 4: Describe possible complications that may occur during childbirth.	203-205

Standards / Objectives / Indicators	Textbook Pages
Standard 4. Students will explain the growth and development of the neonate (newborn) and infant.	
Objective 1. Describe the growth and development of the neonate (newborn).	227-238
Indicator 1: Identify the physical characteristics and needs of the neonate.	227-243
Indicator 2: The Newborn’s Senses.	236; 244
Indicator 3: Behavior- the newborn baby will probably spend a lot of time sleeping or eating. Crying is a response to an unpleasant situation. A baby needs to be calmed and held.	209
Indicator 4: Explain the Apgar test.	207-208
Indicator 5: Identify the function of fontanelles.	231
Indicator 6: Identify common newborn reflexes.	232-233
Objective 2. Describe the growth and development of the infant.	228-238
Indicator 1: Define nurturing and bonding and discuss the importance of the bonding process.	240
Indicator 2: Identify the physical development of the infant.	228-238
Indicator 3: Describe the emotional and social development of the infant.	294-321
Indicator 4: Describe the intellectual development of infants.	260-290
Indicator 5: Examine the reasons for infant crying and how to meet those needs.	300-304; 312-313
Indicator 6: Describe Sudden Infant Death Syndrome (SIDS) and prevention strategies.	251-253

Standards / Objectives / Indicators	Textbook Pages
Standard 5. Students will explain the growth and development of toddlers and preschoolers.	
Objective 1. Describe the growth and development of the toddler.	326-335
Indicator 1: Describe the physical characteristics and skills of toddlers.	325-355
Indicator 2: Discuss the role of nutrition in physical development.	336-352
Indicator 3: Discuss readiness for appropriate toileting practices.	346-347
Indicator 4: Describe the social and emotional characteristics of toddlers.	384-413
Indicator 5: Describe cognitive development of the toddler.	355-380
Indicator 6: Discuss the types and role of play for toddler-age children.	357; 359-361; 366; 372-376
Objective 2. Describe the growth and development of a preschoolers.	418-427
Indicator 1: Describe the physical characteristics and skills of preschoolers.	416-443
Indicator 2: Describe the social and emotional characteristics of the preschooler.	488-525
Indicator 3: Describe cognitive development of the preschooler.	466-485
Indicator 4: Discuss how to teach moral behavior to the preschooler.	493-495; 511

Standards / Objectives / Indicators	Textbook Pages
Standard 6. Students will practice age-appropriate positive guidance techniques and strategies for coping with challenging situations.	
Objective 1. Analyze appropriate positive guidance techniques.	107-109
Indicator 1: Define guidance, discipline, and punishment.	91; 107-109
Indicator 2: Distinguish between punishment and discipline/guidance techniques.	107-109; 619
Indicator 3: Identify common reasons children misbehave.	46; 54-55; 391; 431; 492-520; 745-752
Indicator 4: Discuss reasons and guidelines for setting limits.	26; 44; 548; 616-617; 620

Standards / Objectives / Indicators	Textbook Pages
Indicator 5: Compare natural and logical consequences.	109
Indicator 6: Discuss guidelines for using positive guidance techniques.	107-109; <i>Working with Young Children 10e, 2024:</i> 333-347
Objective 2. Evaluate challenging situations and the skills needed to cope.	74; 78; 608
Indicator 1: Identify and discuss challenging situations which can lead to stress in a child’s life.	74; 78; 608
Indicator 2: Describe childhood feelings dealing with challenging situations and identify coping strategies.	74; 78; 608; 662; 706-712
Indicator 3: The 5 stages of grieving.	710
Indicator 4: Challenging financial, illness, and moving situations.	706-712
Indicator 5: Divorce	706-708
Indicator 6: Death	708-712
Indicator 7: List and define types of abuse.	716-730
Indicator 8: Discuss reporting procedures for abuse.	699; 724

Standards / Objectives / Indicators	Textbook Pages
Standard 7. Students will examine issues related to health and wellness of children.	
Objective 1. Identify health and wellness considerations for infants through preschoolers.	658-695
Indicator 1: Identify signs and symptoms of childhood illnesses.	666-667; 708-712
Indicator 2: Identify common immunizations given for communicable diseases (MMR, DTP, HEP B, Chicken Pox and Polio).	665
Indicator 3: Identify basic first aid practices for bumps, bruises, burns, bleeding, poisons, choking and insect bites.	686-690
Objective 2: Identify safety considerations for infants through preschoolers.	400; 675-677; 778; 788; 673-677; 680-681; 690-692
Indicator 1: Discuss the importance of car seats.	671
Indicator 2: List appropriate child-proofing strategies.	674-677
Indicator 3: Toys should be (age appropriate, developmentally appropriate, engaging, nontoxic, washable)	677-680