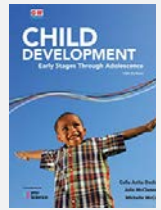
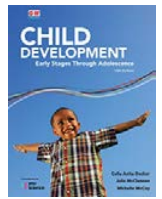


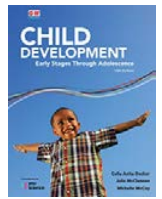
Goodheart-Willcox Publisher
Correlation of Child Development: Early Stages Through Adolescence (2024)
to South Carolina Department of Education
Education and Training
Child Development 1
Course Code: 5800 (Grades 9–12)



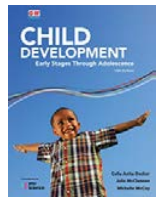
Standards	Correlating Text Pages
B. PARENTING ROLES AND RESPONSIBILITIES	
B1. Analyze parenting roles and responsibilities.	
What Students Should Know:	
1. Parenting styles	110-112, 110-111 (Figure 4.14 Possible Results of Parenting Styles on Children), 391 Investigate Special Topics)
2. Reasonable expectations	95-96, 95-96 (Figure 4.3 Challenges and Rewards of Parenting), 105 109 109 (Figure 4.13 Some Induction Techniques and Examples)
3. Parenting responsibilities	105-106, 106 (Focus on Reading)
4. Nurturing children	105
5. Guiding behavior	107-109, 109 (Figure 4.13 Some Induction Techniques and Examples)
6. Child care option	23 (Focus on Careers), 192 (Figure 6.17 Possible Resources for Teen Parents), 783
What Students Should Be Able to Do:	
1. Compare different parenting styles.	110-112, 110-111 (Figure 4.14 Possible Results of Parenting Styles on Children), 391 Investigate Special Topics)
2. Identify reasonable expectations for children.	95-96, 95-96 (Figure 4.3 Challenges and Rewards of Parenting), 105 109 109 (Figure 4.13 Some Induction Techniques and Examples)
3. Determine parenting responsibilities.	105-106, 106 (Focus on Reading)
4. Describe how to nurture children.	105
5. Describe effective methods for guiding behavior.	107-109, 109 (Figure 4.13 Some Induction Techniques and Examples)
6. Evaluate various child care options.	23 (Focus on Careers), 192 (Figure 6.17 Possible Resources for Teen Parents), 783
C. PREGNANCY AND PRENATAL DEVELOPMENT	
C1. Identify characteristics of prenatal care, pregnancy, and childbirth.	
What Students Should Know:	
1. Signs of pregnancy	146, 146 (Figure 5.15 Sign of Pregnancy)
2. Complications of pregnancy	203-204, 203 (Figure 7.9 Complications of Childbirth)
3. Prenatal dietary needs	145, 145 (Figure 5.14 Types of Nutrients), 150-152, 151 (Figure 5.18 MyPlate Guidelines for Pregnant Person)



Standards	Correlating Text Pages
4. Stages of prenatal development	124-127, 125 (Figure 5.3 Germinal Stage), 126 (Figure 5.4 Embryonic Stage)
5. Signs and stages of labor	200-202, 200 (Figure 7.6 Signs of Labor, a Breech Birth), 201 (Figure 7.7 The Stages of Labor)
6. Labor and delivery	201-202, 201 (Figure 7.7 The Stages of Labor)
What Students Should Be Able to Do:	
1. Describe the signs of pregnancy.	146, 146 (Figure 5.15 Sign of Pregnancy)
2. Identify the signs of pregnancy complications.	203-204, 203 (Figure 7.9 Complications of Childbirth)
3. Explain ways nutrition impacts mother and child.	145, 145 (Figure 5.14 Types of Nutrients), 150-152, 151 (Figure 5.18 MyPlate Guidelines for Pregnant Person)
4. Summarize the prenatal development of a baby.	124-127, 125 (Figure 5.3 Germinal Stage), 126 (Figure 5.4 Embryonic Stage)
5. Identify the signs and stages of labor.	200-202, 200 (Figure 7.6 Signs of Labor, a Breech Birth), 201 (Figure 7.7 The Stages of Labor)
6. Summarize the labor and delivery process.	201-202, 201 (Figure 7.7 The Stages of Labor)
D. GROWTH AND DEVELOPMENT	
D1. Analyze the stages of human growth and development during infancy and toddlerhood.	
What Students Should Know:	
1. Developmental domains	7, 7 (Figure 1.1 Domains of Child Development)
2. Ages and stages of development	7-8, 8 (Figure 1.2 Child Development Stages)
3. Child development theories	17-19, 18 (Figure 1.9 Child Development Grand Theories)
4. Heredity and environmental influences	9-12, 10 (Investigate Special Topic), 11 (Figure 1.4 The Epigenome), 12 (Figure 1.5 Level of Stress)
5. Infants	228-293, 237 (Figure 8, 9), 263 (Figure 9.1 Brain Development Supports Learning), 266 (Figure 9.3 Babies' Preferences for Sensory Experiences)
6. Toddlers	326-358, 335 (Figure 11.9 Toddler Physical Milestones), 345 (Figure 11.16 Important Features in Toddler Clothes), 358 (Figure 12.2 Piaget's Cognitive-Development Theory)
What Students Should Be Able to Do:	
1. Explain the developmental domains.	7, 7 (Figure 1.1 Domains of Child Development)
2. Summarize ages and stages of development.	7-8, 8 (Figure 1.2 Child Development Stages)
3. Compare the fundamental principles of child development theories and theorists.	17-19, 18 (Figure 1.9 Child Development Grand Theories)
4. Analyze the influence of heredity and environment development.	9-12, 10 (Investigate Special Topic), 11 (Figure 1.4 The Epigenome), 12 (Figure 1.5 Level of Stress)
5. Explain the growth and development of infants.	228-293, 237 (Figure 8, 9), 263 (Figure 9.1 Brain Development Supports Learning), 266 (Figure 9.3 Babies' Preferences for Sensory Experiences)



Standards	Correlating Text Pages
6. Analyze the growth and development of toddlers.	326-358, 335 (Figure 11.9 Toddler Physical Milestones), 345 (Figure 11.16 Important Features in Toddler Clothes), 358 (Figure 12.2 Piaget's Cognitive-Development Theory)
E. HEALTH AND SAFETY	
E1. Analyze factors that affect nutrition and wellness.	
What Students Should Know:	
1. Childhood nutrition, health, safety, and personal hygiene	544-546, 661-692, (Focus on Health), 666-667, (Figure 21.4 Communicable Childhood Diseases) 673-674 (Figure 21.9 Common Accidents of Children)
2. Childhood diseases/illnesses	664-670, 666-667 (Figure 21.4 Communicable Childhood Diseases), 669 (Figure 21.6 Types of Allergens)
3. Safety hazards	673-681, 673-674 (Figure 21.9 Common Accidents of Children), 676-677 (Figure 21.11 Safety Standards for Child Items), 678 (Figure 21.12 Safety Features for Toys)
4. Child abuse and neglect	717-729, 718 (Investigate Special Topics), 719 (Figure 22.13 Myths and Realities about Child Sexual Abuse), 720 (Figure 22.14 Risk Factors for Child Neglect and Abuse)
What Students Should Be Able to Do:	
1. Analyze childhood nutrition, health, safety, and personal hygiene practices.	544-546, 661-692, (Focus on Health), 666-667, (Figure 21.4 Communicable Childhood Diseases) 673-674 (Figure 21.9 Common Accidents of Children)
2. Identify childhood diseases/illnesses.	664-670, 666-667 (Figure 21.4 Communicable Childhood Diseases), 669 (Figure 21.6 Types of Allergens)
3. Assess safety hazards for children of different ages.	673-681, 673-674 (Figure 21.9 Common Accidents of Children), 676-677 (Figure 21.11 Safety Standards for Child Items), 678 (Figure 21.12 Safety Features for Toys)
4. Recognize common indicators of child abuse and neglect.	717-729, 718 (Investigate Special Topics), 719 (Figure 22.13 Myths and Realities about Child Sexual Abuse), 720 (Figure 22.14 Risk Factors for Child Neglect and Abuse)
F. CAREERS AND EMPLOYABILITY SKILLS	
F1. Explore early childhood career options and employability skills.	
What Students Should Know:	
1. Personal career plans	806-813, 808 (Figure 25.2 Employable Skills), 809 (Figure 25.3 3 Common Occupational or Industry),



Standards	Correlating Text Pages
	810 (Figure 25.4 Education and Training Options), 811 (Figure 25.5 Types of Work-Based Learning)
2. Career portfolio	838
3. Job seeking skills	835
4. Employability skills	826-833, 828 (Figure 25.16 Interpersonal Communication Skills), 830 (Figure 25.18 Conflict-Resolution Model), 831 (Figure 25.20 Characteristics of People with Strong Executive Function Skills)
5. Employment selection techniques	835-838, 836 (Figure 25.22 A Resume), 837 (Figure 25.23 A Cover Letter)
6. Job keeping skills	841
7. Career opportunities	815-819, 816 (Figure 25.8 Child-Related Careers in Health Services), 817 (Figure 25.9 Child-Related Careers in Protective Services), 817 (Figure 25.10 Child-Related Careers in Care and Education)
What Students Should Be Able to Do:	
1. Develop a personal career plan to meet career goals and objectives.	806-813, 808 (Figure 25.22 A Resume), 809 (Figure 25.3), 810 (Figure 25.4), 811 (Figure 25.5 Types of Work-Based Learning)
2. Maintain a career portfolio to document knowledge, skills, and experience.	838
3. Demonstrate job seeking skills.	835
4. Demonstrate employability skills.	826-833, 828 (Figure 25.16 Interpersonal Communication Skills), 830 (Figure 25.18), 831 (Figure 25.20 Characteristics of People with Strong Executive Function Skills)
5. Evaluate and compare employment opportunities for personal career goals.	835-838, 836 (Figure 25.22 A Resume), 837 (Figure 25.23 A Cover Letter)
6. Exhibit traits for retaining employment.	841
7. Explore early childhood career opportunities.	815-819, 816 (Figure 25.8 Child-Related Careers in Health Services), 817 (Figure 25.9 Child-Related Careers in Protective Services), 817 (Figure 25.10 Child-Related Careers in Care and Education)