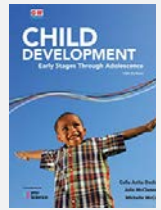**Goodheart-Willcox Publisher**
**Correlation of Child Development: Early Stages Through Adolescence (2024)**
**Education and Training and Human Services Clusters**
**South Carolina Human Services/Family and Consumer Sciences**
**Child Development 1**
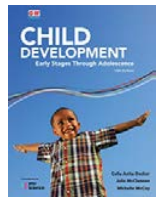**Course Code: 5800  (Grades 9–12)**

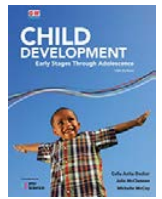| Standards | Correlating Text Pages |
|---|---|
| **Students will demonstrate 21st Century Workplace Readiness Skills** | |
| **Personal Qualities and Abilities** | |
| 1. **Creativity and Innovation**: Employs originality, inventiveness, and resourcefulness in the workplace | 829, 847(Core Skills) #6 |
| 2. **Critical Thinking and Problem-Solving**: Uses sound reasoning to analyze problems, evaluate potential solutions, and implement effective courses of action | 833, 846 (Critical Thinking ) #4 |
| 3. **Initiative and Self-Direction**: Independently looks for ways to improve the workplace and accomplish tasks | 827, 846 (Critical Thinking), #5 |
| 4. **Integrity**: Complies with laws, procedures, and workplace policies; demonstrates honesty, fairness, and respect | 927, 846 (Critical Thinking ), #5 |
| 5. **Work Ethic**: Consistently works to the best of one's ability and is diligent, dependable, and accountable for one's actions | 827, 846 (Critical Thinking), # 5 |
| **Interpersonal Skills** | |
| 1. **Conflict Resolution**: Negotiates diplomatic solutions to interpersonal and workplace issues | 830-833, 846 (Critical Thinking) #4 |
| 2. **Listening and Speaking**: Listens attentively and asks questions to clarify meaning; articulates ideas clearly in a manner appropriate for the setting and audience | 827-828, 828 (Fig 25. 16, Interpersonal Communication Skills, 845 (Recall and Application) #10 |
| 3. **Respect for Diversity**: Values individual differences and works collaboratively with people of diverse backgrounds, viewpoints, and experiences | 70-73, 71( Fig 3.6, Cultures See Families Differently), 72 (Cultural Diversity), 72 (Fig. 3.7 What Makes Multicultural Families strong?) |
| 4. **Customer Service Orientation**: Anticipates and addresses the needs of customers and coworkers, providing thoughtful, courteous, and knowledgeable service | 827, 847 Observations) # 1 |
| 5. **Teamwork:** Shares responsibility for collaborative work and respects the thoughts, opinions, and contributions of other team members | 829, 846 (Critical Thinking) #3 |
| **Professional Competencies** | |
| 1. **Big Picture Thinking**: Understands one's role in fulfilling the mission of the workplace and considers the social, economic, and environmental impacts of one's actions | 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) |

| Standards | Correlating Text Pages |
|---|---|
| 2. **Career and Life Management**: Plans, implements, and manages personal and professional development goals related to education, career, finances, and health | 832-833, 846 (Critical Thinking) #5 |
| 3. **Continuous Learning and Adaptability**: Accepts constructive feedback well and is open to new ideas and ways of doing things; continuously develops professional skills and knowledge to adjust to changing job requirements | 823-824, 846 (Critical Thinking) #1 |
| 4. **Efficiency and Productivity**: Plans, prioritizes, and adapts work goals to manage time and resources effectively | 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. **Information Literacy**: Locates information efficiently, evaluates the credibility and relevance of sources and facts, and uses information effectively to accomplish work-related tasks. | 827, 846 (Critical Thinking) #5 |
| 6. **Information Security**: Understands basic Internet and email safety and follows workplace protocols to maintain the security of information, computers, networks, and facilities | 827, 846 (Critical Thinking) #5 |
| 7. **Information Technology:** Maintains a working knowledge of devices, resources, hardware, software, systems, services, applications, and IT conventions | 827, 846 (Critical Thinking) #5 |
| 8. **Job-Specific Tools and Technologies**: Knows how to select and safely use industry-specific technologies, tools, and machines to complete job tasks effectively | 831-832, 831 (Fig 25.20, Characteristics of People with Strong Executive Function Skills) |
| 9. **Mathematics**: Applies mathematical skills to complete tasks as necessary | 647 (Learning Math Through Cooking) |
| 10. **Professionalism:** Meets organizational expectations regarding work schedule, behavior, appearance, and communication | 831, 846 (Critical Thinking) #5 |
| 11. **Reading and Writing**: Reads and interprets workplace documents and writes effectively | 827-828, 828 (Fig 25. 16, Interpersonal Communication Skill(s) |
| 12. **Workplace Safety**: Maintains a safe work environment by adhering to safety guidelines and identifying risks to self and others | 673-681, 673-674 (Figure 21.9, Common Accidents of Children), 675 (Figure 21.10 Indoor and Outdoor Safety) |

| Standards | Correlating Text Pages |
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| **A. PARENTING ROLES AND RESPONSIBILITIES** ||
| A1. Analyze parenting roles and responsibilities. ||
| 1. **Engage:** Compare different parenting styles. | 110-112, 110-111 (Figure 4.14 Possible Results of Parenting Styles on Children), 391 Investigate Special Topics) |
| 2. **Explore:** Identify reasonable expectations for children. | 95-96, 95-96 (Figure4.3 Challenges and Rewards of Parenting), 105 109 109 (Figure4.13 Some Induction Techniques and Examples) |
| 3. **Explore:** Determine parenting responsibilities. | 105-106, 106 (Focus on Reading) |
| 4. **Extend:** Recommend effective methods for guiding positive behavior. | 105 |
| 5. **Evaluate**: Evaluate various child care options | 107-109, 109 (Figure 4.13 Some Induction Techniques and Examples) |
| **B. PREGNANCY AND PRENATAL DEVELOPMENT** ||
| B1. Examine characteristics of prenatal care, pregnancy, and childbirth. ||
| 1. **Engage**: Describe potential changes that occur due to pregnancy. | 146, 146 (Figure 5.15 Sign of Pregnancy) 203-204, 203 (Figure7.9 Complications of Childbirth) |
| 2. **Explore:** Analyze the prenatal development of a baby. (defects - and complication) | 124-127, 125 (Figure 5.3 Germinal Stage), 126 (Figure 5.4 Embryonic Stage) |
| 3. **Explain:** Describe the signs of pregnancy. | 146, 146 (Figure 5.15 Sign of Pregnancy) |
| 4. **Extend:** Summarize the labor and delivery process. | 201-202, 201 (Figure7.7 The Stages of Labor) |
| 5. **Evaluate**: Evaluate the 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) |
| **C. GROWTH AND DEVELOPMENT** ||
| C1. Analyze the principles of growth and development during the infancy and toddler stages. ||
| 1. **Engage:** Describe developmental characteristics and behaviors of children as an infant and toddler. | 228-293, 237 (Figure 8, 9), 263 (Figure 9.1 Brain Development Supports Learning), 266 (Figure 9.3 Babies' Preferences for Sensory Experiences) 326-358, 335 (Figure 11.9 Toddler Physical Milestones), 345 (Figure 11.16 Important Features in Toddler Clothes), 358 (Figure12.2 Piaget's Cognitive-Development Theory) |
| 2. **Explore:** Explore the developmental domains of infants and toddlers. | 7, 7 (Figure 1.1 Domains of Child Development) |
| 3. **Explain:** Analyze the influence of heredity and environment on development. | 9-12, 10 (Investigate Special Topic), 11 (Figure1.4 The Epigenome), 12 (Figure 1.5 Level of Stress) |
| 4. **Extend**: Determine how play affects growth and development. | 632-652, 634 (Figure 20.3, Stages of Play), 635 (Stages of Play), 638 (Figure 20.6 Attractive Toys for Children) |
| 5. **Evaluate:** Evaluate developmental theories. | 17-19, 18 (Figure1.9 Child Development Grand Theories) |

| Standards | Correlating Text Pages |
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| **D. HEALTH AND SAFETY** ||
| D1. Analyze health and safety practices. ||
| 1. **Engage:** Demonstrate health, hygiene, and safety 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. **Explore:** Identify symptoms and treatments for childhood diseases/illnesses. | 664-670, 666-667 (Figure 21.4 Communicable Childhood Diseases), 669 (Figure 21.6 Types of Allergens) |
| 3. **Explain:** Explore the effects 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) |
| 4. **Extend:** Propose practices that improve well-being (physical, social, emotional, oral, and mental). | 661-692, 665 (Figure 21.3  Immunization Schedules), 671 (Figure 21.8, Common Laws and Legislation Regarding Children) |
| 5. **Evaluate:** Assess safety hazards in different childcare environments. | 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) |
| **E.  Community Relationships** ||
| E1. Analyze the importance of community engagement in the development of children. ||
| 1. **Engage**: Describe how a child's community can affect their overall development (Bronfenbrenner). | 18 (Figure 1.9, Child Development Grand Theories) |
| 2. **Explore:** Identify community-based resources that support the development of children. | 99-102,101 (Parenting Costs) |
| 3. **Explain:** Assess the various community relationship opportunities. | 99-102,101 (Parenting Costs) |
| 4. **Extend:** Explain the role of support systems and resources. | 99-102,101 (Parenting Costs) |
| 5. **Evaluate**: Evaluate best practices for engaging/establishing relationships with the community. | 99-102,101 (Parenting Costs) |
| **F. Career Pathways and Professionalism** ||
| F1. Analyze career options and employability skills. ||
| 1. **Engage:** Compare several potential employment opportunities for personal career goals *(duties/responsibilities, work environment, the education/training required to achieve the career, etc.).* | 806-813, 808 (Figure 25.2 Employable Skills), 809 (Figure 25.3 3 Common Occupational or Industry), 810  (Figure25.4 Education and Training Options), 811 (Figure 25.5 Types of Work-Based Learning) |
| 2. **Explore:** Investigate laws and regulations about career goals. | 839-841, 839 (Figure 25.24, Types of Interviews) |

| Standards | Correlating Text Pages |
|---|---|
| 3. **Explain:** Explain how employability skills, professionalism, and work ethics affect career success. | 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) |
| 4. **Extend:** Exhibit leadership skills and abilities in school, workplace, and community settings (student and professional organizations). | 831-832, 831 (Figure 25.20, Characteristics of People with Strong Executive Function Skills |
| 5. **Evaluate:** Evaluate factors that contribute to maintaining safe and healthy school, work, and community environments. | 544-546, 661-692, (Focus on Health), 666-667, (Figure 21.4 Communicable Childhood Diseases) 673-674 (Figure 21.9 Common Accidents of Children) |