Correlation of National Standards for Education and Early Childhood with *Working with Young Children*

The National Association of State Administrators of Family and Consumer Sciences (NASAFACS) established national standards for Education and Early Childhood in partnership with the American Association of Family and Consumer Sciences. These standards provide the framework for national, state, and local family and consumer sciences education programs.

The following chart correlates these NASAFACS Standards with the content of the *Working with Young Children* text. For each content standard, the chart lists explanatory competencies and the major text concepts that address each competency. Bold numbers indicate chapters in which the concepts appear.

Content Standard 4.1
Analyze career paths within early childhood, education and related services.

Competencies	Text Concepts
4.1.1 Explain the roles and functions of individuals engaged in early childhood, education, and services.	**1:** Social and economic changes; Career opportunities in early childhood; Other career opportunities; The teacher's responsibilities; Characteristics of successful teachers
	2: Family child care homes; Child care centers; Montessori schools; Head Start: Kindergarten; School-age child care; Parent cooperatives; Laboratory schools; High school child care programs; Universal pre-kindergarten; Licensing rules and regulations; Center accreditation
	3: Assessment
	9: Organizing basic activity areas; Planning the playground
	10: Selection criteria; Using technology in the classroom; Selecting safe toys; Selecting playground equipment
	11: Safety objectives; Reporting child abuse; Protection education; Liability
	12: Meeting special nutritional needs; Planning meals and snacks; Serving meals
	13: Administering medications; Personal hygiene; Controlling foodborne illness; First aid; Caring for children who become ill
	14: Discipline: guidance versus punishment; Guidance and you; Preparing for guidance
	15: Communicating with families about stress; Helping children cope; Handling negativism, stealing, anger, biting, tattling, exploring the body, thumbsucking, and fear
	16: Establishing, enforcing, and communicating limits
	17: The daily schedule; Daily routines
	18: Developing program goals; Written plans
	19: Techniques for guiding art experiences
	20: Selecting books for children; Reading stories to children; Achieving variety in storytelling; Displaying books

Competencies	Text Concepts
4.1.1 (Continued.)	**21:** Socio-dramatic play; The teacher's role **22:** Techniques for encouraging writing **23:** Assessing math ability **24:** Planning science activities; Role of the teacher **25:** The teacher's role in social studies **26:** Working with parents **27:** The teacher's role; Building rhythm instruments; Teacher preparation; Teaching movements **28:** Selecting trips; Planning a field trip **29:** Characteristics of infant and toddler caregivers; Guidelines for infant and toddler care; Caring for infants and toddlers **30:** Characteristics of staff; Planning curriculum; Scheduling **31:** Teacher's roles; Identification; Teaching suggestions; Integrating children with special needs **32:** Parent-teacher conferences; Home visits; Volunteers **33:** Abilities; Values; Employee responsibilities
4.1.2 Analyze opportunities for employment and entrepreneurial endeavors.	**1:** Career opportunities in early childhood; Nannies and au pairs; Kindergarten teachers; Early childhood assistant and associate teachers; Child care teachers and directors; Family child care home; Licensing specialists; Other career opportunities **2:** Family child care homes; Child care centers; Montessori schools; Head Start: Kindergarten; School-age child care; Parent cooperatives; Laboratory schools; High school child care programs; Universal pre-kindergarten; Sponsorship of early childhood centers; Private sponsorship; Licensing rules and regulations; Center accreditation **33:** Choosing a career; Résumés; Avenues for seeking employment; Preparing for an interview; The interview; Employee rights and responsibilities
4.1.3 Summarize education and training requirements and opportunities for career paths in early childhood, education, and services.	**1:** Education and training needed to work with young children; To continue to learn **2:** Licensing rules and regulations; Center accreditation
4.1.4 Analyze the effects of early childhood, education, and services occupations on local, state, national, and global economies.	**1:** Social and economic changes; Changes in families; Changes in employers' attitudes; Benefits to the economy

Competencies	Text Concepts
4.1.5 Create an employment portfolio for use with applying for internships and work-based learning opportunities in education and early childhood.	**33:** Teaching portfolio; all Chapter Review Portfolio Projects
4.1.6 Analyze the role of professional organizations in education and early childhood.	**1:** To participate in professional organizations

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Content Standard 4.2

Analyze developmentally appropriate practices to plan for early childhood, education, and services.
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Competencies	Text Concepts
4.2.1 Analyze child development theories and their implications for educational and childcare practices.	**1:** To know how children grow and develop; To plan a developmentally appropriate curriculum **3:** Assessment; Formal and informal observation **4:** Child development; Brain development; Historical influences on early child care and education; Theories of development **5:** Physical development in the first two years; Cognitive development in the first two years; Social-emotional development in the first two years **21:** Stages of play; Stages of material use in play
4.2.2 Apply a variety of assessment methods to observe and interpret children's growth and development.	**3:** Assessment; Formal and informal observation; Choosing a method of assessment; Assessment tools; Anecdotal records; Checklists; Participation chart; Rating scales; Collecting samples of children's products; Using technology for assessment; Visual documentation; Portfolios; Guidelines for observing children **18:** Assessment: an important step in curriculum planning; Emergent curriculum **23:** Assessing math ability; Assessment by observation; Specific task assessment **30:** Assessing interests
4.2.3 Analyze cultural and environmental influences when assessing children's development.	**1:** Social and economic changes; Changes in families **3:** Assessment; Formal and informal observation; Anecdotal records **14:** Cultural variations **32:** Home visits
4.2.4 Analyze abilities and needs of children and their effects on children's growth and development.	**31:** Individualized Education Plans; Teacher's roles; Hearing disorders; Speech and language disorders; Vision disorders; Physical disabilities; Health disorders; Cognitive disabilities; Learning disabilities; Social or emotional impairment; Integrating children with special needs; Gifted children

Competencies	Text Concepts
4.2.5 Analyze strategies that promote children's growth and development.	**6:** Teaching two-year-olds; Teaching three-year-olds **7:** Teaching four- and five-year-olds **14:** Discipline: guidance versus punishment; Techniques for effective guidance **16:** Establishing, enforcing, and communicating limits **19:** Techniques for guiding art experiences **20:** Reading stories to children; Displaying books **24:** Planning science activities; Role of the teacher; Care of the earth **25:** Importance of social studies **26:** First experiences; Eating habits **29:** Caring for infants and toddlers **30:** Planning curriculum; Assessing interests; Scheduling

<table>
<tr><td colspan="2" align="center">Content Standard 4.3
Demonstrate integration of curriculum and instruction to meet children's developmental needs and interests.</td></tr>
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Competencies	Text Concepts
4.3.1 Analyze a variety of curriculum and instructional models.	**18:** Developing program goals; The content and process-centered approach; Themes; Written plans **29:** Curriculum **30:** Program models
4.3.2 Implement learning activities in all curriculum areas that meet the developmental needs of children.	**1:** To plan a developmentally appropriate curriculum **18:** The content and process-centered curriculum; Factors to consider in curriculum planning **19:** Techniques for guiding art experiences; Painting activities; Molding; Cutting; Collages; Blockbuilding; Sensory experiences: sand and water play; Woodworking **20:** Selecting books for children; Reading stories to children; Achieving variety in storytelling; Displaying books **21:** Socio-dramatic play; Puppetry **22:** Prewriting skills; Building writing skills; Early experiences in writing **23:** Mathematical activities **24:** Planning science activities; Using senses, color, water, foods, child's own body, gardening, air, magnets, wheels, field trips, and animals to teach science concepts **26:** Cooking experiences **27:** A music center; Rhythm instruments; Music activities; Movement experiences; Movement activities **28:** First field trips; Selecting trips; Planning a field trip **29:** Infant environments; Toddler environments; Toys for infants and toddlers; Curriculum **30:** Planning curriculum; Scheduling

Competencies	Text Concepts
4.3.3 Implement an integrated curriculum that incorporates a child's language, learning styles, early experiences, and cultural values.	**10:** Selection criteria; Multicultural toys and materials **12:** Food preferences; Multicultural experiences **18:** Developing program goals; The content and process-centered curriculum; Factors to consider in curriculum planning; Emergent curriculum **20:** Selecting books for children **21:** Equipment and setup for socio-dramatic play; Puppetry **25:** Importance of social studies; The teacher's role in social studies; Multicultural concepts; Intergenerational concepts; Change concepts; Holiday concepts **27:** A music center **28:** Resource people; Planning a field trip **30:** Promote respect for cultural diversity; Mealtimes
4.3.4 Demonstrate a variety of teaching methods to meet individual needs of children.	**18:** The content and process-centered curriculum; Emergent curriculum **19:** Techniques for guiding art experiences; Painting activities; Molding; Cutting; Collages; Blockbuilding; Sensory experiences: sand and water play; Woodworking **20:** Reading stories to children; Achieving variety in storytelling **21:** Socio-dramatic play; Puppetry **22:** Manuscript writing systems; Building writing skills; Techniques for encouraging writing **23:** Mathematical activities **24:** Role of the teacher **27:** The teacher's role **28:** The importance of field trips; First field trips **30:** Planning curriculum; Assessing interests; Group planning sessions; Scheduling
4.3.5 Arrange learning centers that provide for children's exploration, discovery, and development.	**1:** To prepare the environment **9:** Organizing basic activity areas; Outdoor play environments **16:** Limits for specific areas and activities **19:** Art supplies and tools **20:** Selecting books for children; Displaying books **21:** Socio-dramatic play; Puppetry **22:** Space for writing **23:** Mathematical activities **24:** Planning science activities **26:** The "cooks" corner **27:** A music center **29:** Infant environments; Toddler environments; Toys for infants and toddlers **30:** Indoor space; Outdoor space
4.3.6 Establish activities, routines, and transitions.	**17:** The daily schedule; Daily routines; Transitions **19:** Painting activities; Blockbuilding; Sensory experiences: sand and water play **20:** Reading stories to children **21:** Socio-dramatic play; Puppetry **23:** Mathematical activities **24:** Planning science activities; Using senses, color, water, foods, child's own body, gardening, air, magnets, wheels, field trips, and animals to teach science concepts **27:** The teacher's role; Scheduling music; Music activities; Movement experiences; Movement activities **29:** Caring for infants and toddlers; Infant environments; Toddler environments **30:** Planning curriculum; Scheduling

Content Standard 4.4
Demonstrate a safe and healthy learning environment for children.

Competencies	Text Concepts
4.4.1 Manage physical space to maintain a learning environment that is safe and healthy and encourages physical activity.	**1:** To prepare the environment **9:** Value of planned space; Physical space; Factors that affect space organization **10:** Safe playgrounds **11:** Supervise the children at all times; Develop safety limits; Provide a safe environment **13:** Health policies **29:** Infant environments; Toddler environments; Toys for infants and toddlers; Safety issues **30:** The environment
4.4.2 Apply safe and healthy practices that comply with state regulations.	**9:** Isolation area; Bathrooms; Indoor environment; Licensing requirements; Outdoor play environments **10:** Selecting safe toys; Safe playgrounds; Selecting playground equipment **11:** Maintain minimum adult-child ratios; Playground equipment; Transportation; Fire drills and evacuation procedures; Reporting child abuse; Protection education; Liability; Privacy law **12:** Meeting special nutritional needs; Serving safe meals and snacks **13:** Healthy children; Objectives for guiding health; Health policies; Controlling foodborne illness; First aid; Wounds and their treatment; Burns and their treatment; Splinters; Insect stings; Choking; Oral hygiene; Dental emergencies; Head lice; Caring for children who become ill; Special health concerns **29:** Safety issues
4.4.3 Implement strategies to teach children health, safety, and sanitation habits.	**8:** Health concerns **11:** Develop safety limits; Playground equipment; Fire drills and evacuation procedures; Sun safety; Weather or disaster emergencies; Protection education **13:** Controlling foodborne illness; Personal hygiene **17:** Eating; Napping; Toileting **26:** Nutrition concepts; Cooking experiences; Eating habits **29:** Feeding toddlers; Diapering and toileting
4.4.4 Plan safe and healthy meals and snacks.	**12:** Nutrition; MyPlate; Meeting special nutritional needs; Planning meals and snacks; Serving meals; Serving safe meals and snacks **13:** Controlling foodborne illness **26:** Eating habits; Setting the table **29:** Feeding infants; Feeding toddlers
4.4.5 Document symptoms of child abuse and neglect and use appropriate procedures to report suspected abuse or neglect to the designated authorities.	**11:** Neglect and abuse; Nonaccidental physical injury; Neglect; Emotional abuse; Sexual abuse; Reporting child abuse; Background checks; Protection education; Helping families

Competencies	Text Concepts
4.4.6 Implement basic health practices and prevention procedures for workers and children regarding childhood illness and communicable diseases.	**13:** Healthy children; Objectives for guiding health; Health policies; Environmental control; Sanitizing and disinfecting; Controlling foodborne illness; Wounds and their treatment; Burns and their treatment; Splinters; Insect stings; Choking; Oral hygiene; Dental emergencies; Head lice; Caring for children who become ill; Temperature emergency; Special health concerns **29:** Diapering and toileting; Maintaining the environment to prevent illness
4.4.7 Demonstrate security and emergency procedures.	**11:** Safety objectives; Practice fire safety; Weather or disaster emergencies **13:** First aid; Wounds and their treatment; Burns and their treatment; Insect stings; Choking; Dental emergencies; Temperature emergency; Special health concerns

Content Standard 4.5
Demonstrate techniques for positive collaborative relationships with children.

Competencies	Text Concepts
4.5.1 Apply developmentally appropriate guidelines for behavior.	**14:** Discipline: guidance versus punishment; Guidance and you; Preparing for guidance; Direct guidance; Indirect guidance; Techniques for effective guidance **15:** Causes of behavioral problems; Specific problem behaviors; Handling negativism, stealing, anger, biting, tattling, exploring the body, thumbsucking, and fear **16:** Establishing limits; Enforcing limits; Limits for specific areas and activities; Communicating limits
4.5.2 Demonstrate problem-solving skills with children.	**11:** Develop safety limits **14:** Discipline: guidance versus punishment; Techniques for effective guidance; Promoting a positive self-concept **15:** Stress; Helping children cope; Handling negativism, stealing, anger, biting, tattling, exploring the body, thumbsucking, and fear **21:** Puppetry; "Me" puppets
4.5.3 Demonstrate interpersonal skills that promote positive and productive relationships with children.	**1:** Characteristics of successful teachers **14:** Discipline: guidance versus punishment; Techniques for effective guidance; Promoting a positive self-concept **16:** Communicating limits **21:** Puppetry **24:** Role of the teacher **25:** Multicultural concepts **29:** Caring for infants and toddlers **33:** Positive attitude; Confidentiality
4.5.4 Implement strategies for constructive and supportive interactions between children and families.	**2:** Head Start; Parental involvement; Parent cooperatives; Sponsorship of early childhood centers; Selecting a child care program **25:** Multicultural concepts; Intergenerational concepts **28:** Resource people; Adult-child ratios; Parent preparation **29:** Parent involvement; Record keeping **32:** Objectives for parent involvement; Written communication; Class videos; Home visits; Parent-teacher conferences; Discussion groups; Other methods of involvement; Volunteers

4.5.5 **Analyze children's developmental progress and summarize developmental issues and concerns**.	**13:** Contacting parents **26:** Working with parents **29:** Parent involvement; Record keeping **32:** Objectives for parent involvement; Written communication; Class videos; Parent-teacher conferences; Discussion groups; Other methods of involvement; Volunteers

Content Standard 4.6
Demonstrate professional practices and standards related to working with children.

Competencies	Text Concepts
4.6.1 **Utilize opportunities for continuing training and education.**	**1:** Education and training needed to work with young children; The teacher's responsibilities; To participate in professional organizations; To continue to learn
4.6.2 **Apply professional ethical standards as accepted by the recognized professional organizations.**	**1:** The teacher's responsibilities; To communicate effectively; To demonstrate teamwork; To follow ethical standards; Characteristics of successful teachers **2:** Licensing rules and regulations; Center accreditation **3:** Assessment; Assessment tools; Anecdotal records; Guidelines for observing children **30:** Accreditation and standards **33:** Employee rights and responsibilities; Confidentiality
4.6.3 **Implement federal, state, and local standards, policies, regulations, and laws that affect children, families, and programs.**	**1:** Licensing specialists **2:** Child care centers; Head Start; Sponsorship of early childhood centers; Licensing rules and regulations; Center accreditation **9:** Isolation area; Bathrooms; Indoor environment; Licensing requirements; Outdoor play environment **10:** Selecting safe toys; Safe playgrounds **11:** Reporting child abuse; Liability; Privacy law **12:** Serving meals **13:** Health policies; Caring for children who become ill **30:** Adult-child ratios **33:** Legal problems in interviewing; Employee rights and responsibilities
4.6.4 **Demonstrate enthusiasm, initiative, and commitment to program goals and improvements.**	**1:** Characteristics of successful teachers **9:** Program goals **18:** Developing program goals **30:** Characteristics of staff **33:** Positive attitude
4.6.5 **Apply business management skills to planning businesses in early childhood, education, and services.**	**1:** The teacher's responsibilities; To manage time wisely **2:** Licensing rules and regulations; Center accreditation **10:** Selection criteria; Budget **11:** Forms **18:** Developing program goals; Who plans the curriculum **33:** Employee rights and responsibilities; Attendance and punctuality; Professional appearance; Confidentiality