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<b>Goodheart-Willcox Publisher</b> <b>Correlation of <i>Working with Young Children</i> ©2016</b> <b>to the Indiana State Standards for</b> <b>Early Childhood Education I</b>		
COMPETENCY		CORRELATING PAGES
<b>Domain – Personal, Academic, and Career Success</b>		
<b>Core Standard 1</b> Explain, demonstrate, and integrate processes of thinking, communication, leadership, and management in order to apply education and early childhood knowledge and skills.		
ECEI-1.1	Demonstrate components of critical thinking, creative thinking, and reasoning	Instruction: 82, 144, 454 Assessment: 85 (#25), 421 (#25)
ECEI-1.2	Evaluate effective communication processes in early childhood education settings	Instruction: 82, 280 (Learn More About) Assessment: 331 (#30)
ECEI-1.3	Demonstrate leadership that encourages participation and respect for the ideas, perspectives, and contributions of group members	Instruction: 17 Assessment: 25 (#20)
ECEI-1.4	Apply management, decision-making, and problem solving processes to accomplish tasks and fulfill responsibilities in early childhood education settings	Instruction: 18-19, 665 Assessment: 300 (Graphic Organizer)
ECEI-1.5	Explain interrelationships among thinking, communication, leadership, and management processes to address early childhood education issues	Instruction: 14-20 Assessment: 25 (#22)
ECEI-1.6	Demonstrate fundamentals to career success (e.g. time-management, strong work ethic, positive attitude, adaptability, flexibility, stress resilience, accountability, self-discipline, resourcefulness, cooperation, self-assessment)	Instruction: 694-697 Assessment: 700 (#17)
ECEI-1.7	Apply basic math, literacy, arts, science, social studies, and physical education skills to successfully manage resources in community and workplace settings	Instruction: 404-419, 454-467, 472-495, 500-513 Assessment: 421 (#23-29), 469 (#19-24), 497 (#22-27), 515 (#21-27)
ECEI-1.8	Examine strategies to manage the impact of changing technologies in workplace settings	Instruction: 57-58 Assessment: 60 (#13)
<b>Domain – Career Paths in Early Childhood Education</b>		
<b>Core Standard 2</b> Analyze career paths within early childhood education and other child-related careers in order to evaluate a variety of career options		
ECEI-2.1	Examine potential career choices to determine the knowledge, skills, behaviors,	Instruction: 676-678 Assessment: 700 (#19)



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	and attitudes associated with each	
ECEI-2.2	Explain the roles and functions of individuals engaged in early childhood, education, and services (Pre-PAC, 1A)	Instruction: 158-179, 184-201, 206-223, 228-243, 248-27, Assessment: 180-181, 202-203, 224-225, 244-245, 272-273
ECEI-2.3	Analyze opportunities for employment and entrepreneurial endeavors in early childhood, education, and services (Pre-PAC, 1B)	Instruction: 683-686 Assessment: 700 (#19)
ECEI-2.4	Identify the personal qualities and abilities needed to be effective with children (Pre-PAC, 1C)	Instruction: 20-22 Assessment: 24 (#12)
ECEI-2.5	Summarize education and training requirements and opportunities for career paths in early childhood, education, and services (Pre-PAC, 1D)	Instruction: 12-13 Assessment: 25 (#25)
ECEI-2.6	Demonstrate job seeking and job keeping skills (Pre-PAC, 1F) Early Childhood Education I, 8-1-14, Page 3 of 6	Instruction: 692-697 Assessment: 700 (#17)
ECEI-2.7	Analyze the effects of early childhood, education, and services on local, state, national and global economics (Pre-PAC, 1E)	Instruction: 6-9 Assessment: 24 (#2)
ECEI-2.8	Analyze the role of professional organizations in education and early childhood (Pre-PAC, 1G)	Instruction: 18, 29 (Learn More About) Assessment: 24 (#10)
<b>Domain – Promoting Child Development and Learning</b>		
<b>Core Standard 3</b> Create learning environments based on children’s characteristics and needs, and multiple influences on their early development and learning.		
ECEI-3.1	Describe and discuss the physical, cognitive, social, emotional, and creative developmental domains of children from birth through age twelve (ECED-101, #1)	Instruction: 88-101, 106-117, 122-133, 138-151 Assessment: 102-103, 118-119, 134-135, 152-153
ECEI-3.2	Examine existing and emerging child development theories and their implications for educational and child care practices (Pre-PAC, 2A)	Instruction: 72-83 Assessment: 84 (#16), 85 (#23)
ECEI-3.3	Consider cultural and environmental influences when interpreting children's development	Instruction: 159 (Learn More About) Assessment: 272 (#1)
ECEI-3.4	Consider special needs when interpreting children's developmental levels	Instruction: 620-621 Assessment: 646 (#19)
ECEI-3.5	Describe and discuss appropriate learning environments for infants, toddlers, preschoolers and school-agers (ECED-103, #3)	Instruction: 158-179 Assessment: 180-181



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ECEI-3.6	Recognize and develop a plan to enhance the environment for all children (including those with special needs) (ECED-103, #4)	Instruction: 164-165, 168-175 Assessment: 180 (#22, 23)
ECEI-3.7	Manage physical space to maintain a safe and healthy learning environment (Pre-PAC, 4A)	Instruction: 159-163 Assessment: 180 (#1, 2)
ECEI-3.8	Identify and discuss quality care issues relating to health, safety, and nutritional components essential for providing quality care including routines, daily schedule, and the physical arrangement of the indoor and outdoor play areas (ECED-101, #8)	Instruction: 334-345 Assessment: 348 (#1)
ECEI-3.9	Apply safe and healthy practices that comply with state regulations (Pre-PAC, 4B)	Instruction: 41, 206-215 Assessment: 224 (#1-5)
ECEI-3.10	Implement basic health practices and prevention procedures of workers and children regarding childhood illness and communicable diseases (Pre-PAC, 4F)	Instruction: 595 Assessment: 597 (#23)
ECEI-3.11	Implement strategies to teach children health, safety, and sanitation habits (Pre-PAC, 4C)	Instruction: 257, 325 Assessment: 24 (#17), 273 (#34), 330 (#11)
ECEI-3.12	Plan, prepare, and serve safe and healthy meals and snacks (Pre-PAC, 4D)	Instruction: 228-243 Assessment: 244-245
ECEI-3.13	Demonstrate security and emergency procedures	Instruction: 210, 212-215 Assessment: 224 (#26)
ECEI-3.14	Document symptoms of child abuse and neglect and use appropriate procedures to report suspected abuse or neglect to the designated authorities (Pre-PAC, 4E)	Instruction: 215-220 Assessment: 224 (#13-17)
<b>Domain – Building Family and Community Relationships</b>		
<b>Core Standard 4</b> Integrate knowledge of diversity to build respectful, reciprocal relationships and to involve families and communities in children’s development and learning.		
ECEI-4.1	Identify and practice appreciation for diversity, including diversity in family units and roles (ECED-100, #8) (Pre-PAC, 7A)	Instruction: 239, 362, 512 Assessment: 102 (#20), 181 (#35)
ECEI-4.2	Describe and recognize the importance of the child’s family and its role as the child’s first teacher in enhancing safe and healthy learning (ECED-101, #5)	Instruction: 660-671 Assessment: 672-673
ECEI-4.3	Plan communication strategies to strengthen parent, program relationships (Pre-PAC, 7-B)	Instruction: 651-661 Assessment: 672 (#3-10)
ECEI-4.4	Implement skills to build positive relationships with families (ECED-100, #2)	Instruction: 660-671 Assessment: 672-673
ECEI-4.5	Demonstrate ability to share information with families regarding developmental issues	Instruction: 651-661 Assessment: 672 (#3-10)



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	and concerns related to children	
ECEI-4.6	Implement strategies for constructive and supportive interactions between children and families (Pre-PAC, 5D)	Instruction: 650 Assessment: 672 (#1)
ECEI-4.7	Determine community resources available to children and their families (Pre-PAC, 7C)	Instruction: 664-665 Assessment: 673 (#22)
ECEI-4.8	Identify and organize resources within the community to enhance family well-being (ECED-100, #6)	Instruction: 664-665 Assessment: 673 (#22)
ECEI-4.9	Identify, describe, and discuss stressors and potential stressors that may affect children, families and early care and education teachers (ECED-101, #9)	Instruction: 308-310 Assessment: 318 (#11-14)
ECEI-4.10	Describe methods for facilitating respectful, reciprocal relationships in Early Childhood settings (adult/adult, adult/child, child/child, and child/adult) (ECED-103, #5) (Pre-PAC, 5C, 7D)	Instruction: 513 Assessment: 299 (#29), 514 (#13)
<b>Domain – Observing, Documenting, and Assessing to Support Young Children and Families</b>		
<b>Core Standard 5</b> Implement assessment tools, approaches, and partnerships in order to develop goals, curriculum, and teaching strategies and to promote positive outcomes for each child.		
ECEI-5.1	Analyze goals, benefits, and uses of assessment, particularly its use in development of appropriate goals, curriculum, and teaching strategies (NAEYC 3a)	Instruction: 48-59 Assessment: 60-61
ECEI-5.2	Establish assessment partnerships with families and with professional colleagues to build effective learning environments (NAEYC 3b)	Instruction: 662 Assessment: 673 (#27)
ECEI-5.3	Analyze cultural and environmental influences when assessing children’s development (Pre-PAC, 2C)	Instruction: 159 (Learn More About) Assessment: 272 (#1)
ECEI-5.4	Identify and practice various observations, recording methods in order to: observe and interpret each child’s growth and development, plan appropriate curriculum, assess each child’s well-being, assess safe and healthy practices, and promote positive outcomes for each child (ECED-100, #9) (ECED-101, #3) (NAEYC 3d) (Pre-PAC, 2B)	Instruction: 48, 50-51, 52-53 Assessment: 60 (#5, 6, 7)
ECEI-5.5	Demonstrate observation skills to assess the Developmental Appropriateness of the learning environments for the various ages:	Instruction: 48 Assessment: 60 (#5)



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	infants, toddlers, preschoolers, and school agers (ECED-103, #8)	
<b>Domain – Using Developmentally Appropriate Approaches</b>		
<b>Core Standard 6</b> Apply knowledge of children’s ages and characteristics to select developmentally appropriate teaching, learning strategies, tools, and approaches.		
ECEI-6.1	Analyze abilities and needs of children and their effects on children’s growth and development (Pre-PAC, 2D)	Instruction: 15 Assessment: 60 (#19)
ECEI-6.2	Discuss Developmentally Appropriate Practices in terms of chronological age and developmental levels and in terms of appropriateness of activities and environments for children from birth through age eight (ECED-101, #2)	Instruction: 15-20, 51 Assessment: 60 (#19)
ECEI-6.3	Develop, integrate, and implement Developmentally Appropriate strategies that promote the child’s social, self, cognitive, creative, physical, and communication development (ECED-103, #1, #2) (Pre-PAC, 2E)	Instruction: 15-20 Assessment: 60 (#19)
ECEI-6.4	Implement learning activities in all curriculum areas that meet the developmental Early Childhood Education I, 8-1-14, Page 5 of 6 needs of children (Pre-PAC, 3B)	Instruction: 358-362 Assessment: 376 (#4-10)
ECEI-6.5	Model and integrate problem solving techniques with the young child to enhance his or her learning (ECED-103, #6) (Pre-PAC, 5B)	Instruction: 82, 398-399 Assessment: 25 (#29)
ECEI-6.6	Explore and identify various theories regarding guidance strategies for children (ECED-100, #11)	Instruction: 276-297 Assessment: 298-299
ECEI-6.7	Describe and implement developmentally appropriate guidance practices (ECED-101, #4) (Pre-PAC, 5A)	Instruction: 15 Assessment: 60 (#19)
ECEI-6.8	Identify and recognize effective, quality programs for young children in various settings (ECED-100, #5)	Instruction: 28-43 Assessment: 44-45
ECEI-6.9	Explore the role of technology in programs for young children (ECED-100, #12)	Instruction: 193 Assessment: 203 (#23)
<b>Domain – Using Content Knowledge to Build Meaningful Curriculum</b>		
<b>Core Standard 7</b> Build curriculum across academic disciplines that is developmentally meaningful and challenging for each child.		
ECEI-7.1	Demonstrate content knowledge and resources in academic disciplines: language	Instruction: 380-381, 404-405, 424-425, 440-441, 456, 472-473, 500-503



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	and literacy; the arts – music, creative movement, dance, drama, visual arts: mathematics: science, physical activity, physical education, health and safety; social studies that promote comprehensive developmental and learning outcomes for young children (NAEYC 5a)	Assessment: 400 (#1), 420 (#1-3), 436 (#1), 450 (#1-3), 468 (#1), 496 (#1-3), 514 (#1)
ECEI-7.2	Apply the central concepts, inquiry tools, and structures of content areas or academic disciplines (NAEYC 5b)	Instruction: 381-382, 410-419, 428-429, 444-445, 457-467, 473-474, 503-513 Assessment: 400 (#3), 420 (#6-9), 436 (#17), 450 (#19), 468 (#3), 496 (#5-14), 514 (#9-14)
ECEI-7.3	Synthesize own knowledge, appropriate early learning standards, and other resources to design, implement, and evaluate developmentally meaningful and challenging curriculum for each child (NAEYC 5c)	Instruction: 354-375 Assessment: 376 (#1-19)
ECEI-7.4	Implement an integrated curriculum that incorporates a child’s language, learning styles, home experiences, and cultural values (Pre-PAC, 3C)	Instruction: 473, 491 Assessment: 61 (#30), 496 (#14), 497 (#21)
ECEI-7.5	Analyze a variety of curriculum and instructional models for appropriateness in meeting children’s developmental needs and interests (Pre-PAC, 3A)	Instruction: 369-374 Assessment: 376 (#14-18)
ECEI-7.6	Recognize and explore various curriculums and settings for early childhood education programs (ECED-100, #4)	Instruction: 357-363 Assessment: 376 (#4-13)
<b>Domain – Becoming an Early Childhood Education Professional</b>		
<b>Core Standard 8</b> Demonstrate professional practices and standards related to being an early childhood educator.		
ECEI-8.1	Describe and discuss components of professionalism including rights of families to confidentiality, respect for cultural diversity, the NAEYC Code of Ethics, CDA and Accreditation standards, state licensing regulations, and membership in professional organizations (ECED-100, #13) (ECED-103, #7) (Pre-PAC, 6B)	Instruction: 18-19 Assessment: 24 (#16)
ECEI-8.2	Study the history, theories, and foundations of early childhood education (ECED-100, #3)	Instruction: 72-83 Assessment: 84 (#7-11), 203 (#26), 647 (#22)
ECEI-8.3	Evaluate present and determine future professional goals while exploring opportunities in the field of early childhood, advocacy, organizations, and resources (ECED-100, #7)	Instruction: 676-679 Assessment: 700 (#1, 2)



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ECEI-8.4	Demonstrate enthusiasm, initiative, and commitment to program goals and the welfare of children (Pre-PAC, 6D)	Instruction: 354-355 Assessment: 376 (#1, 16)
ECEI-8.5	Recognize the value of and learn strategies to develop positive communication strategies, enhance cooperation, and establish beneficial relationships within an early childhood facility (ECED-100, #1) (ECED-101, #7)	Instruction: 696-697 Assessment: 700 (#13)
ECEI-8.6	Examine factors that contribute to maintaining safe and healthy work and community environments	Instruction: 159-179 Assessment: 180 (#1-20)
ECEI-8.7	Identify primary elements of Indiana's licensing requirements for early care and education (ECED-101, #6)	Instruction: 11, 12, 41, 107 (Workplace Connections), 166 Assessment: 24 (#5), 25 (#18), 180 (#24)
ECEI-8.8	Implement federal, state, and local standards, policies, regulations, and laws that affect children, families, and programs (Pre-PAC, 6C)	Instruction: 14 (Focus on Health), 41 Assessment: 24 (#17), 224 (#6)
ECEI-8.9	Identify and discuss issues for effective program management operations (ECED-100, #10)	Instruction: 354-355 Assessment: 376 (#1)
ECEI-8.10	Apply business management skills needed for planning businesses related to early childhood education (Pre-PAC, 6E)	Instruction: 12 Assessment: 25 (#31)
ECEI-8.11	Identify opportunities for continuing training and education (Pre-PAC, 6A)	Instruction: 13, 693 (Workplace Connections) Assessment: 225 (#37)