

# Correlation of *Working with Young Children* ©2016 to Pre-PAC

## Domains and Competencies *Early Childhood Education*

The American Association of Family and Consumer Sciences (AAFCS) in collaboration with AAFCS members and business, industry, and education leaders developed the Pre-Professional Assessment and Certification (Pre-PAC) Program. AAFCS administers these standards-based assessments for pre-professionals in family and consumer sciences career areas. The background sources used in developing these assessments are driven by the industry standards with input from business and industry leaders, the NASAFACS National Standards for Family and Consumer Sciences, and the Career Clusters Initiative.

The following chart correlates the domains and competencies of the *Early Childhood Education Pre-PAC* assessment with the content of *Working with Young Children*. For each competency, the chart lists the chapter number(s) and appendixes that identify the content location. (*Note:* Because students may learn content that addresses these competencies through one or more courses, the chart identifies other Goodheart-Willcox textbooks that support the competencies.)

After studying the content of this text, students will be able to achieve the following competencies:

Domain 1: Career Paths		
Competency 1A Explain the roles and functions of individuals engaged in early childhood, education, and services.		Text Concepts (Related Text Components)
1.A.1	Roles of child care employees	Ch. 1
1.A.2	Roles of child care center directors	Ch. 1
1.A.3	Role of parents engaged in early childhood services	Ch. 2, 29, 32
1.A.4	Confidentiality	Ch. 11, 33
1.A.5	Handling communications	Ch. 1, 14, 15, 32, 33
1.A.6	Conducting program and personnel evaluations	Ch. 2

1.A.7	Handling complaints	--
1.A.8	Child advocacy	Ch. 1
1.A.9	Establishing the facility's environment	Ch. 1, 9, 11
1.A.10	Management of a facility	--
1.A.11	Continuing education	Ch. 1
<b>Competency 1B</b> <b>Analyze opportunities for employment and entrepreneurial endeavors in early childhood, education, and services.</b>		<b>Text Concepts</b> <b>(Related Text Components)</b>
1.B.1	Opportunities in child care centers	Ch.1, 2
1.B.2	Opportunities through Head Start or similar government programs/agencies	Ch. 2
1.B.3	Opportunities in family child care	Ch. 2
1.B.4	Opportunities in employer-provided child care	Ch. 2
1.B.5	Opportunities in faith-based child care	Ch. 2
<b>Competency 1C</b> <b>Identify the personal qualities and abilities needed to be effective with children.</b>		<b>Text Concepts</b> <b>(Related Text Components)</b>
1.C.1	Knowledge of child development	Ch. 1, 4, 5, 6, 7, 8, 33
1.C.2	Communication skills required	Ch. 1, 33
1.C.3	Attitudes and dispositions	Ch. 1, 33
1.C.4	Demonstrating initiative and confidence in working with children	Ch. 1, 33
1.C.5	Being dependable, committed, and consistent	Ch 1, 33
1.C.6	Having a commitment to and compassion toward children	Ch. 1, 33
1.C.7	Physical requirements and abilities	Ch. 1, 33

<b>Competency 1D</b> <b>Summarize education and training requirements and opportunities for career paths in early childhood, education, and services.</b>		<b>Text Concepts</b> <b>(Related Text Components)</b>
1.D.1	Center or program directors	Ch. 1
1.D.2	Associate teachers	Ch. 1
1.D.3	Licensed or certified teachers	Ch. 1
1.D.4	Certified specialists	Ch. 2
1.D.5	Curriculum specialists	Ch. 18
<b>Competency 1E</b> <b>Analyze the effects of early childhood, education, and services on local, state, national, and global economies.</b>		<b>Text Concepts</b> <b>(Related Text Components)</b>
1.E.1	Benefits for employers and businesses	Ch. 1, 33
1.E.2	Future need or outlook for child care employees	Ch. 1, 33
1.E.3	Role of dual-earner, dual-career parents and families	Ch. 1, 33
1.E.4	Role and impact of quality child care	Ch. 1
<b>Competency 1F</b> <b>Create an employment portfolio for use when applying for internships and work-based learning opportunities in education and early childhood.</b>		<b>Text Concepts</b> <b>(Related Text Components)</b>
1.F.1	Developing a résumé	Ch. 33
1.F.2	Job interview skills	Ch. 33
1.F.3	Opportunities for job shadowing and internships	Ch. 1, 33
1.F.4	Components of a portfolio	Ch. 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33
<b>Competency 1G</b> <b>Analyze the role of professional organizations in education and early childhood.</b>		<b>Text Concepts</b> <b>(Related Text Components)</b>
1.G.1	Membership, benefits, and professional development through professional associations and organizations	Ch. 1, 2, 33

1.G.2	Professional associations and organizations related to early childhood (i.e., National Association for the Education of Young Children; Association for Childhood Education International; Family Child Care Association)	Ch. 1, 33, Appendix A
1.G.3	Role and purpose of Head Start and similar programs	Ch. 2
1.G.4	Advocacy efforts on behalf of children	Ch. 1, 11, 31
<b>Domain 2: Developmentally Appropriate Practices</b>		
<b>Competency 2A</b> <b>Analyze child development theories and their implications for educational and childcare practices.</b>		<b>Text Concepts</b> <b>(Related Text Components)</b>
2.A.1	Cognitive development: Jean Piaget	Ch. 4
2.A.2	Psychosocial development: Erik Erikson	Ch. 4
2.A.3	Moral development: Lawrence Kohlberg	Ch. 4
<b>Competency 2B</b> <b>Apply a variety of assessment methods to observe and interpret children’s growth and development.</b>		<b>Text Concepts</b> <b>(Related Text Components)</b>
2.B.1	Rating scales	Ch. 3
2.B.2	Observation (formal and informal)	Ch. 3
2.B.3	Appropriate documentation	Ch. 3
2.B.4	Checklists	Ch. 3
2.B.5	Anecdotal records and reports	Ch. 3
2.B.6	Participation charts	Ch. 3
2.B.7	Developmental norms and milestones	Ch. 5, 6, 7, 8, Appendix B
<b>Competency 2C</b> <b>Analyze cultural and environmental influences when assessing children’s development.</b>		<b>Text Concepts</b> <b>(Related Text Components)</b>
2.C.1	Gender equality and discrimination	Ch. 6, 8, 10, 14
2.C.2	Sensitive periods of child development	Ch. 5, 6, 7, 8,
2.C.3	Attachment patterns	Ch. 5
2.C.4	Nature vs. nurture	Ch. 4, 5

2.C.5	Importance of environments (encouraging, affectionate, etc)	Ch. 9, 10, 11, 13
<b>Competency 2D</b> <b>Analyze abilities and needs of children and their effects on children’s growth and development.</b>		<b>Text Concepts</b> <b>(Related Text Components)</b>
2.D.1	Physical needs of children	Ch. 5, 6, 7, 8
2.D.2	Emotional needs of children	Ch. 5, 6, 7, 8
2.D.3	Social needs of children	Ch. 5, 6, 7, 8
2.D.4	Cognitive needs of children	Ch. 5, 6, 7, 8
2.D.5	Self-help skills	Ch. 5, 6, 7, 8
<b>Competency 2E</b> <b>Analyze strategies that promote children’s growth and development.</b>		<b>Text Concepts</b> <b>(Related Text Components)</b>
2.E.1	Solitary play	Ch. 19, 20, 21, 22, 23, 24, 25, 26, 27
2.E.2	Parallel play	Ch. 19, 20, 21, 22, 23, 24, 25, 26, 27
2.E.3	Cooperative play	Ch. 19, 20, 21, 22, 23, 24, 25, 26, 27
2.E.4	Associative play	Ch. 19, 20, 21, 22, 23, 24, 25, 26, 27
2.E.5	Appropriate books and toys	Ch. 4, 10, 16, 18
2.E.6	Use of learning centers	Ch. 19, 20, 21, 22, 23, 24, 25, 26, 27
<b>Domain 3: Curriculum and Instruction</b>		
<b>Competency 3A</b> <b>Analyze a variety of curriculum and instructional models for appropriateness in meeting children’s developmental needs and interests.</b>		<b>Text Concepts</b> <b>(Related Text Components)</b>
3.A.1	Learning objectives	Ch. 18
3.A.2	Instructional strategies	Ch. 18
3.A.3	Behavioral objectives	Ch. 18

3.A.4	Conditions of performance	Ch. 18
3.A.5	Developmental goals	Ch. 18
3.A.6	Lesson plans and block plans	Ch. 18
3.A.7	Discovery models	Ch. 18
3.A.8	Instructional models	Ch. 18
<b>Competency 3B</b> <b>Implement learning activities in all curriculum areas that meet the developmental needs of children.</b>		<b>Text Concepts</b> <b>(Related Text Components)</b>
3.B.1	Activities that promote gross motor development	Ch. 5, 6, 7, 8, 10, 27
3.B.2	Activities that promote fine motor development	Ch. 19, 21, 22, 23, 24, 26
3.B.3	Activities that promote eye-hand coordination	Ch. 19, 21, 22, 23, 24, 26
3.B.4	Creative activities (i.e., building, art, sculpting, etc.)	Ch. 19, 20, 21, 26, 27
<b>Competency 3C</b> <b>Implement an integrated curriculum that incorporates a child's language, learning styles, early experiences, and cultural values.</b>		<b>Text Concepts</b> <b>(Related Text Components)</b>
3.C.1	Developmental curriculum	Ch. 18
3.C.2	Multicultural curriculum	Ch. 25
3.C.3	Art and creative curriculum	Ch. 18, 19, 20, 21, 27
3.C.4	Use of math, science, language, and social studies in everyday learning	Ch. 20, 21, 22, 23, 24, 25, 26
3.C.5	Use of visual, tactile, and kinesthetic activities	Ch. 9, 10, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 31
<b>Competency 3D</b> <b>Demonstrate a variety of teaching methods to meet individual needs of children.</b>		<b>Text Concepts</b> <b>(Related Text Components)</b>
3.D.1	Direct learning experiences	Ch. 14, 18, 24
3.D.2	Indirect learning experiences	Ch. 14, 18, 24
3.D.3	Questioning techniques	Ch. 18, 24

<b>Competency 3E</b> <b>Arrange learning centers that provide for children’s exploration, discovery, and development.</b>		<b>Text Concepts</b> <b>(Related Text Components)</b>
3.E.1	Manipulation	Ch. 9, 19, 21
3.E.2	Reading	Ch. 9, 20, 22
3.E.3	Dramatic play	Ch. 9, 21
3.E.4	Art	Ch. 9, 19
3.E.5	Math	Ch. 9, 23
3.E.6	Sensory	Ch. 9, 19, 27
3.E.7	Science	Ch. 9, 24
<b>Competency 3F</b> <b>Establish activities, routines, and transitions.</b>		<b>Text Concepts</b> <b>(Related Text Components)</b>
3.F.1	Importance of routines	Ch. 12, 17, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28
3.F.2	Seamless transitions	Ch. 12, 17, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28
3.F.3	Examples of routines, transitions, and procedures	Ch. 12, 17, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28
3.F.4	Integrating activities	Ch. 12, 17, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28
<b>Domain 4: Learning Environment</b>		
<b>Competency 4A</b> <b>Manage physical space to maintain a learning environment that is safe and healthy and encourages physical activity.</b>		<b>Text Concepts</b> <b>(Related Text Components)</b>
4.A.1	Space that encourages exploration and experimentation	Ch. 9, 11
4.A.2	Requirements for adequate space	Ch. 9, 11
4.A.3	Learning center placement and maintenance	Ch. 9, 11
4.A.4	Use and care of fire extinguishers	Ch. 9, 11

<b>Competency 4B</b> <b>Apply safe and healthy practices that comply with state regulations.</b>		<b>Text Concepts</b> <b>(Related Text Components)</b>
4.B.1	Health policies of facility	Ch. 13
4.B.2	Temperature of children	Ch. 13
4.B.3	Types of thermometers	Ch. 13
4.B.4	Communicable diseases	Ch. 13
4.B.5	Burns	Ch. 13
4.B.6	Head lice	Ch. 13
4.B.7	Abrasions, fractures, strains, and sprains	Ch. 13
4.B.8	Diabetes	Ch. 13
4.B.9	CPR	Ch. 13
4.B.10	Heimlich Maneuver	Ch. 13
<b>Competency 4C</b> <b>Implement strategies to teach children health, safety, and sanitation habits.</b>		<b>Text Concepts</b> <b>(Related Text Components)</b>
4.C.1	Appropriate eating practices	Ch. 12, 36
4.C.2	MyPyramid guidelines	Ch. 12 (MyPlate update), 36
4.C.3	Nutritious snacks	Ch. 12
4.C.4	Chronic and acute health problems of children	Ch. 13
<b>Competency 4D</b> <b>Plan safe and healthy meals and snacks.</b>		<b>Text Concepts</b> <b>(Related Text Components)</b>
4.D.1	Nutrients and their functions	Ch. 12
4.D.2	MyPyramid guidelines	Ch. 12 (MyPlate update)
4.D.3	Food groups and examples of representative foods	Ch. 12



<b>Competency 4E</b> <b>Document symptoms of child abuse and neglect and use appropriate procedures to report suspected abuse or neglect to the designated authorities.</b>		<b>Text Concepts</b> <b>(Related Text Components)</b>
4.E.1	Neglect	Ch. 11
4.E.2	Emotional abuse	Ch. 11
4.E.3	Physical abuse	Ch. 11
4.E.4	Sexual abuse	Ch. 11
4.E.5	Malnutrition	Ch. 11, 12
4.E.6	Privacy laws	Ch. 11
4.E.7	Proper documentation	Ch. 11
4.E.8	Reporting procedures	Ch. 11
<b>Competency 4F</b> <b>Implement basic health practices and prevention procedures for workers and children regarding childhood illness and communicable diseases.</b>		<b>Text Concepts</b> <b>(Related Text Components)</b>
4.F.1	Procedures for emergencies	Ch. 11
4.F.2	Health inspections	Ch. 13
4.F.3	Communicable diseases	Ch. 13
<b>Domain 5: Positive Relationships with Children</b>		
<b>Competency 5A</b> <b>Apply developmentally appropriate guidelines for guiding children's behavior.</b>		<b>Text Concepts</b> <b>(Related Text Components)</b>
5.A.1	Direct and indirect guidance techniques	Ch. 14, 15
5.A.2	Use of warnings	Ch. 14
5.A.3	Use of discipline	Ch. 14
<b>Competency 5B</b> <b>Demonstrate problem-solving skills with children.</b>		<b>Text Concepts</b> <b>(Related Text Components)</b>
5.B.1	Framing children's choices	Ch. 14

5.B.2	Using positive guidance to handle sensitive situations	Ch. 14, 15
5.B.3	Developing self-control	Ch. 14, 15
<b>Competency 5C</b> <b>Demonstrate interpersonal skills that promote positive and productive relationships with children.</b>		<b>Text Concepts</b> <b>(Related Text Components)</b>
5.C.1	Positive caregiver attitudes	Ch. 5, 6, 7, 8, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 30, 31
5.C.2	Positive caregiver actions	Ch. 5, 6, 7, 8, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 30, 31
5.C.3	Nurturing environment	Ch. 5, 6, 7, 8, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 30, 31
5.C.4	Positive teacher/child interactions	Ch. 5, 6, 7, 8, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 30, 31
5.C.5	Active listening	Ch. 14
5.C.6	Tone of voice	Ch. 14
<b>Competency 5D</b> <b>Implement strategies for constructive and supportive interactions between children and families.</b>		<b>Text Concepts</b> <b>(Related Text Components)</b>
5.D.1	Setting limits	Ch. 16
5.D.2	Dealing with undesirable behavior	Ch. 14, 15
5.D.3	Evaluating situations and selecting appropriate strategy	Ch. 14, 15, 16, 20, 21, 22, 23, 24, 25, 26, 27, 28
5.D.4	Strategies that prevent behavior problems	Ch. 14, 15, 16
<b>Competency 5E</b> <b>Analyze children’s developmental progress and summarize developmental issues and concerns.</b>		<b>Text Concepts</b> <b>(Related Text Components)</b>
5.E.1	Use of questioning to increase child’s knowledge	Ch. 5, 6, 7, 8, 24
5.E.2	Appropriate skills for age group	Ch. 5, 6, 7, 8, 24, Appendix B
5.E.3	Appropriate skills for developmental stages	Ch. 5, 6, 7, 8, 24, Appendix B

<b>Domain 6: Professional Practices and Standards</b>		
<b>Competency 6A</b> <b>Utilize opportunities for continuing training and education.</b>		<b>Text Concepts</b> <b>(Related Text Components)</b>
6.A.1	Safe environment changes	Ch. 1
6.A.2	Child advocacy	Ch. 1
6.A.3	Legislation and regulation	Ch. 1
6.A.4	New practices and techniques	--
6.A.5	Professional development	Ch. 1
6.A.6	Professional association membership	Ch. 1
6.A.7	Teacher mentors	--
6.A.8	Child Development Associate (CDA)	Ch. 1
<b>Competency 6B</b> <b>Apply professional ethical standards as accepted by the recognized professional organizations.</b>		<b>Text Concepts</b> <b>(Related Text Components)</b>
6.B.1	Privacy laws	Ch. 11
6.B.2	Collaboration	Ch. 1
6.B.3	Teamwork	Ch. 1
6.B.4	Professional practices and standards	Ch. 1, 33, Appendix A
6.B.6	NAEYC Code of Ethics	Ch. 1, Appendix A
6.B.6	Benefits of participation in professional associations	Ch. 1
<b>Competency 6C</b> <b>Implement federal, state, and local standards, policies, regulations, and laws that affect children, families, and programs.</b>		<b>Text Concepts</b> <b>(Related Text Components)</b>
6.C.1	Confidentiality	Ch. 33
6.C.2	Special needs	Ch. 2, 15, 31
6.C.3	Reporting of accidents	Ch. 11
6.C.4	Safe environments	Ch. 9, 10,

6.C.5	Facility, grounds, and equipment	Ch. 9, 10
6.C.6	Licensing standards	Ch. 2
6.C.7	Minimum requirements for space, equipment, children, and nutrition	Ch. 9, 10, 12
<b>Competency 6D</b> <b>Demonstrate enthusiasm, initiative, and commitment to programs goals and improvements.</b>		<b>Text Concepts</b> <b>(Related Text Components)</b>
6.D.1	NAEYC core values	Ch. 1, Appendix A
6.D.2	Implementation of program goals	Ch. 1, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28
6.D.3	Activities that encourage program goal achievement	Ch. 1, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28
<b>Competency 6E</b> <b>Apply business management skills to planning businesses in early childhood, education, and services.</b>		<b>Text Concepts</b> <b>(Related Text Components)</b>
6.E.1	Tuition and fees	Ch. 2
6.E.2	Writing proposals	--
6.E.3	Profit-loss statements	--
6.E.4	Wage hour laws	--
6.E.5	Net and gross wages	--
6.E.6	Payroll deductions	--
6.E.7	Tax forms and fees	--
6.E.8	Insurance	--
6.E.9	Accreditation standards	Ch. 2
6.E.10	Licensing	Ch. 2, 9
6.E.11	Employee/child ratio	Ch. 2, 11, 28
<b>Domain 7: Family and Community Involvement</b>		
<b>Competency 7A</b> <b>Demonstrate an understanding of the diversity in family units and roles.</b>		<b>Text Concepts</b> <b>(Related Text Components)</b>

7.A.1	Enrollment procedures	Ch. 1
7.A.2	Cultural differences in behavior	Ch. 11, 14, 15, 32
7.A.3	Sensitivity to various family structures and situations	Ch. 3, 11, 15, 32
7.A.4	Sensitivity to family economic situations	Ch. 1, 32
<b>Competency 7B</b> <b>Plan communication strategies to strengthen parent/child care provider relationships.</b>		<b>Text Concepts</b> <b>(Related Text Components)</b>
7.B.1	Procedures in the facility	Ch. 11, 12, 13, 14, 17, 32
7.B.2	Guidance techniques used in the facility	Ch. 14, 16, 17
7.B.3	Routines of the center	Ch. 17, 32
7.B.4	Regulations of the center	Ch. 32
7.B.5	Formal and informal parent contact	Ch. 32
7.B.6	Appropriate information to be discussed	Ch. 32
<b>Competency 7C</b> <b>Determine community resources available to children and their families.</b>		<b>Text Concepts</b> <b>(Related Text Components)</b>
7.C.1	Parent and community volunteers	Ch. 32
7.C.2	Employee and community relationships	Ch. 32
7.C.3	Community services	Ch. 32
<b>Competency 7D</b> <b>Describe methods for facilitating respectful, reciprocal relationships between child care providers and the community.</b>		<b>Text Concepts</b> <b>(Related Text Components)</b>
7.D.1	Parent conferences	Ch. 32
7.D.2	Parent group discussions	Ch. 32
7.D.3	Community involvement	Ch. 25, 28, 32