



# Goodheart-Willcox Publisher

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<b>Goodheart-Willcox Publisher Correlation of <i>Working with Young Children</i> ©2016 to South Carolina Department of Education Education and Training Course Early Childhood Education I</b>	
<b>ECE ACADEMIC STANDARD / INDICATOR</b>	<b>CORRELATING PAGES</b>
<b>B. CAREER PATHS AND EMPLOYMENT</b>	
<p><b>B1.</b> Analyze education, training requirements, and opportunities for early childhood career paths.</p> <p><b>What Students Should Know:</b></p> <ol style="list-style-type: none"> <li>1. Career paths</li> <li>2. Professional character traits</li> <li>3. Roles and responsibilities</li> <li>4. Education and training</li> <li>5. Professional development</li> <li>6. Career information resources</li> </ol> <p><b>What Students Should Be Able to Do:</b></p> <ol style="list-style-type: none"> <li>1. Assess interest areas to determine potential career pathways.</li> <li>2. Analyze the characteristics of professionals working with young children</li> <li>3. Differentiate the roles and responsibilities in various early childhood careers.</li> <li>4. Examine education and training requirements and opportunities for career paths in early childhood education and services.</li> <li>5. Identify professional development opportunities.</li> <li>6. Examine career information resources.</li> </ol>	<p>9–25, 674–701</p>
<b>C. DEVELOPMENTALLY APPROPRIATE PRACTICES</b>	
<p><b>C1.</b> Analyze effective strategies and available resources for each domain of early childhood development.</p> <p><b>What Students Should Know:</b></p> <ol style="list-style-type: none"> <li>1. Domains of development</li> <li>2. Stages of development</li> <li>3. Theories of child development</li> <li>4. Principles of development</li> </ol>	<p>53, 60, 62–153, 359, 362, 393, 708–727</p>



<p><b>What Students Should Be Able to Do:</b></p> <ol style="list-style-type: none"> <li>1. Describe the characteristics of physical, cognitive, emotional, social, and moral development.</li> <li>2. Identify the different stages of development.</li> <li>3. Analyze child development theories and their implications for education and childcare.</li> <li>4. Explain the principles of development.</li> </ol>	
<b>D. CURRICULUM</b>	
<p><b>D1.</b> Evaluate developmentally appropriate lessons for content areas.</p>	<p>4, 10, 14–16, 85, 352–617</p>
<p><b>What Students Should Know:</b></p> <ol style="list-style-type: none"> <li>1. Developmentally appropriate curriculum</li> <li>2. Lesson development</li> <li>3. Teaching methods</li> <li>4. Self-evaluations</li> <li>5. Technology</li> </ol> <p><b>What Students Should Be Able to Do:</b></p> <ol style="list-style-type: none"> <li>1. Define developmentally appropriate curriculum.</li> <li>2. Create developmentally appropriate lessons.</li> <li>3. Evaluate developmentally appropriate teaching methods.</li> <li>4. Conduct self-evaluations and set goals for improvements.</li> <li>5. Integrate technology in learning experiences.</li> </ol>	
<b>E. SAFE AND HEALTHY LEARNING ENVIRONMENT</b>	
<p><b>E1.</b> Evaluate learning environments and activities to ensure safe, sanitary, and healthy practices.</p>	<p>14, 32, 51, 68, 91, 115, 124, 142, 153–273, 278, 292, 307, 311, 324, 327, 344, 347, 354, 369,</p>
<p><b>What Students Should Know:</b></p> <ol style="list-style-type: none"> <li>1. Safe and sanitary practices</li> <li>2. Safe and healthy learning environments</li> <li>3. Basic first aid procedures</li> <li>4. Emergency preparedness</li> <li>5. Nutritious snacks, meals</li> <li>6. Childhood illnesses/diseases</li> <li>7. Child abuse and neglect</li> </ol>	<p>380, 384, 397, 406, 407, 424, 433, 441, 442, 457, 458, 483, 485, 505, 507, 520, 522, 533, 539, 542, 560, 583, 588, , 595–597, 609, 614, 634, 645, 651, 656, 679, 695</p>



<p><b>What Students Should Be Able to Do:</b></p> <ol style="list-style-type: none"><li>1. Identify safe and sanitary practices.</li><li>2. Identify factors that contribute to safe and healthy learning environments.</li><li>3. Demonstrate basic first aid procedures.</li><li>4. Describe correct procedures for specific emergency situations.</li><li>5. Plan meals and snacks according to USDA guidelines.</li><li>6. Identify symptoms of illnesses and diseases.</li><li>7. Recognize signs and symptoms of child abuse and neglect.</li></ol>	
<b>F. COLLABORATIVE RELATIONSHIPS</b>	
<b>F1. Model effective collaborative relationship skills.</b>	17–20, 24–25, 42, 103, 142, 181, 196, 218, 280,
<p><b>What Students Should Know:</b></p> <ol style="list-style-type: none"><li>1. Interpersonal skills</li><li>2. Communication techniques</li><li>3. Team building</li><li>4. Problem solving</li><li>5. Ethical behavior</li><li>6. Family involvement</li><li>7. Community resources</li></ol> <p><b>What Students Should Be Able to Do:</b></p> <ol style="list-style-type: none"><li>1. Demonstrate interpersonal skills that promote positive and productive relationships.</li><li>2. Demonstrate a variety of communication techniques.</li><li>3. Organize team building activities with peers and children.</li><li>4. Apply problem-solving techniques.</li><li>5. Describe ethical behaviors.</li><li>6. Analyze methods of promoting family involvement.</li><li>7. Identify community resources for peers and children.</li></ol>	287, 310, 535, 648–673, 692–693, 700, 702–707



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 Education and Training Course  
 Early Childhood Education II**

ECE ACADEMIC STANDARD / INDICATOR	CORRELATING PAGES
<b>B. CAREER PATHS AND EMPLOYMENT</b>	
<p>B1. Implement professional practices and standards.</p> <p><b>What Students Should Know:</b></p> <ol style="list-style-type: none"> <li>1. Qualities and characteristics of professionals</li> <li>2. Requirements for early childhood careers</li> <li>3. Dual-earner, dual career parents and families</li> <li>4. Effects of early childhood education</li> <li>5. Job seeking skills</li> <li>6. Career portfolio</li> <li>7. Professional associations and organizations</li> </ol> <p><b>What Students Should Be Able to Do:</b></p> <ol style="list-style-type: none"> <li>1. Explain and demonstrate the personal and professional qualities of successful early childhood professionals.</li> <li>2. Analyze careers based on educational requirements, benefits, salaries, and working conditions.</li> <li>3. Identify effects of dual earner, dual career parents and families.</li> <li>4. Research the effect of early childhood education on children.</li> <li>5. Demonstrate job seeking skills.</li> <li>6. Create a career portfolio.</li> <li>7. Identify benefits of professional organizations.</li> </ol>	<p>9–25, 45, 61, 84–85, 103, 119, 135, 153, 181, 203, 225, 245, 273, 319, 331, 349, 377, 400–401, 419, 421, 437, 451, 469, 497, 515, 529, 553, 569, 597, 617, 647, 673–701</p>



C. DEVELOPMENTALLY APPROPRIATE PRACTICES	
<p>C1. Summarize child development theories and implications.</p>	6–7, 15, 31, 46–85, 101–103, 181, 192, 239, 248, 280, 344, 421, 504–505, 510–512, 514
<p><b>What Students Should Know:</b></p> <ol style="list-style-type: none"><li>1. Students with exceptionalities</li><li>2. Learning styles and multiple intelligences</li><li>3. Assessment tools and methods</li><li>4. Cultural and community environments</li></ol> <p>What Students Should Be Able to Do:</p> <ol style="list-style-type: none"><li>1. Identify the various classifications and characteristics of exceptionalities.</li><li>2. Explain learning styles and multiple intelligences.</li><li>3. Implement various assessment tools and methods.</li><li>4. Analyze the effects of cultural and community environments.</li></ol>	
D. CURRICULUM	
<p>D1. Evaluate a variety of curriculum and instructional models.</p>	64, 156–181, 352–377
<p><b>What Students Should Know:</b></p> <ol style="list-style-type: none"><li>1. Curriculum and instructional models</li><li>2. Teaching methods</li><li>3. Learning environments</li></ol> <p><b>What Students Should Be Able to Do:</b></p> <ol style="list-style-type: none"><li>1. Analyze a variety of curriculum and instructional models.</li><li>2. Demonstrate a variety of teaching methods.</li><li>3. Describe and design learning centers for indoor and outdoor learning environments.</li></ol>	

<b>E. SAFE AND HEALTHY LEARNING ENVIRONMENT</b>	
<p>E1. Implement strategies to teach children healthy, safe, and sanitary habits.</p> <p><b>What Students Should Know:</b></p> <ol style="list-style-type: none"> <li>1. Effective teaching strategies for young children</li> <li>2. Health, safety, and sanitation standards</li> <li>3. CPR and first aid techniques</li> <li>4. Immunizations and medical testing</li> <li>5. Accident and injury prevention</li> <li>6. Emergency and security procedures</li> <li>7. Abuse and neglect reporting procedures</li> </ol> <p><b>What Students Should Be Able to Do:</b></p> <ol style="list-style-type: none"> <li>1. Develop lessons to teach health, safety, and sanitation practices.</li> <li>2. Determine guidelines to assist children with personal hygiene.</li> <li>3. Demonstrate personal safety and sanitation procedures.</li> <li>4. Demonstrate skills that lead to CPR and first aid certifications.</li> <li>5. Identify immunization and medical checkup/testing requirements for children and teachers.</li> <li>6. Identify characteristics of physically and emotionally healthy children.</li> <li>7. Explain the procedures to follow for emergency situations and security threats.</li> <li>8. Discuss procedures for reporting and documenting abuse and neglect.</li> </ol>	<p>14, 32, 51, 68, 91, 115, 124, 142, 153–273, 278, 292, 307, 311, 324, 327, 344, 347, 354, 369, 380, 384, 397, 406, 407, 424, 433, 441, 442, 457, 458, 483, 485, 505, 507, 520, 522, 533, 539, 542, 560, 583, 588, , 595–597, 609, 614, 634, 645, 651, 656, 679, 695</p>
<b>F. COLLABORATIVE RELATIONSHIPS</b>	
<p>F1. Implement techniques for positive collaborative relationships with children and their families.</p> <p><b>What Students Should Know:</b></p> <ol style="list-style-type: none"> <li>1. Collaborative relationships</li> <li>2. Conflict resolution</li> </ol> <p><b>What Students Should Be Able to Do:</b></p> <ol style="list-style-type: none"> <li>1. Demonstrate techniques to develop and maintain positive collaborative relationships with children, far community members, and businesses.</li> <li>2. Describe methods of resolving conflict.</li> </ol>	<p>17–20, 24–25, 42, 103, 142, 181, 196, 218, 276–349, 535, 648–673, 692–693, 700, 702–707</p>