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<table>
<tr>
<td colspan="2" align="center">Goodheart-Willcox Publisher Correlation of
<i>Working with Young Children</i> ©2016
to Tennessee Department of Education
Section A – Human Services
Course: Early Childhood Education Careers I</td>
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<tr>
<td colspan="2" align="center">STANDARD</td>
<td align="center">CORRELATING PAGES</td>
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<tr>
<td colspan="3" align="center">Safety</td>
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<tr>
<td>1.</td>
<td>Compile and critique procedures for maintaining a safe and healthy learning environment for children present in a childcare facility. Cite information for the Occupational Safety and Health Administration (OSHA) to identify precautionary guidelines to prevent illness, communicable diseases and injuries. Incorporate safety procedures and complete safety test with 100 percent accuracy.</td>
<td>194–225, 246–273</td>
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<td>2.</td>
<td>Recognize the signs of child abuse, and research the legal requirements for reporting suspected abuse. Prepare an informative text or presentation describing types of abuse, including signs and symptoms to look for, and outline the reporting requirements and procedures.</td>
<td>99, 204–226</td>
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<tr>
<td colspan="3" align="center">Foundations of Childhood Development Services</td>
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<td>3.</td>
<td>Formulate a hypothesis about the relationship between early childhood education and a student's future success. Gather research from academic journals and news articles and craft an argumentative essay supporting or refuting the hypothesis with specific textual evidence.</td>
<td>8–9</td>
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<td>4.</td>
<td>Research and summarize the influences of major educational theorists' philosophies. Evaluate the extent to which the reasoning and evidence presented by the theorists supported their claims. Examples of theorists include: a. John Dewey
b. Maria Montessori
c. Abraham Maslow
d. Benjamin Bloom</td>
<td>29–31, 62–85</td>
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5.	Cite specific textual evidence to compare and contrast various types of early 26–childhood care services in a graphic organizer, chart, or table. Include information about relevant regulations and licensure requirements. Example programs/providers include, but are not limited to: a. Preschool b. Nannies c. Montessori d. Head Start e. Day care centers f. Laboratory schools	26–45
Childhood Development Careers		
6.	Use local job postings and national labor and workforce data to identify and describe essential knowledge and skills for careers within the childcare field. Complete one or more career interest surveys, analyze the results, and write a summary of the results. Compare the survey results with earlier research findings on essential knowledge and skills for providers.	9–25, 266, 616, 676–679, 683, 685, 694–697, 701
7.	Compile and analyze real-time labor market data, including economic and demographic trends, and compare with authentic vacancy announcements on local and national job boards. Use this information to compare and contrast occupations by education requirements, job availability, salaries, and benefits.	6–9, 25, 266, 676, 683–684, 687, 689, 693, 701
Provider Responsibilities and Aptitudes		
8.	Identify daily tasks of child development service providers through observation, first-hand experience, or online research. Categorize each of the tasks and estimate the time spent on each category of task. Write clear narratives exploring multiple facets of common provider activities, including but not limited to: a. Planning effective instruction b. Meeting the physical needs of children c. Supervising children d. Non-instructional activities (such as parent communication, site maintenance, etc.)	46–61, 156–673

9.	Research professional ethical standards from recognized professional organizations, such as the National Association for the Education of Young Children (NAEYC) and the Association for Early Learning Leaders. Synthesize principles from the standards to create a personal code of ethics.	18–19, 24, 218, 692–695, 700, 702–707
10.	Describe personal characteristics and aptitudes, including 21st century skills, needed by childcare providers. Create a rubric for self-assessing 21st century skills, such as the ability to: a. Communicate verbally and nonverbally in a respectful manner with children, parents, and colleagues b. Work effectively in teams and resolve conflicts when necessary c. Demonstrate a positive work ethic d. Understand different cultural perspectives and their impact in the classroom; e. Use instructional technology appropriately f. Adapt to changes g. Manage time and resources wisely	14–22, 24–25, 31, 39, 57–58, 60–61, 79–81, 85m, 101–103, 131, 166–167, 170, 173, 180–181, 192–193, 200–203, 218, 239, 242, 244, 280–299, 307, 310, 319, 322, 329, 331, 344, 362, 377, 406, 418, 420–421, 430, 437, 470–472, 491–497, 504–507, 510–512, 514–515, 524, 528, 532–535, 553, 557, 562, 567, 569, 575, 585, 606, 610, 612, 614, 616–617, 652, 655, 662, 670, 672, 677, 692–695, 697, 700, 702–707
11.	Use the self-assessment rubric created during this course to establish a baseline evaluation of 21st century skills, attitudes, and work habits. Working from the baseline, create a growth plan promoting advancement of skills and abilities to place in the career portfolio.	377, 685, 690, 701
Introduction to Child Development		
12.	Create an annotated model or graphic illustration to describe the parts and functions of the human brain. Create a brain development timeline from birth through age eight.	68–71
13.	Draw conclusions about the most important influences on and relationships between brain development, reasoning capacity, and learning. Define brain plasticity and describe how it changes over the lifespan. Brain anatomy for research includes: frontal, parietal, occipital, and	68–71, 85

	temporal lobes; brain stem, cerebellum, cerebral cortex, and limbic system.	
14.	Using relevant information from multiple print and electronic resources, compare and contrast the "ages and stages" identified by influential child development theorists. Formulate a hypothesis about the relationship between child development and how children learn and cite textual evidence to support the hypothesis. Examples of child development theories include, but are not limited to: a. Erikson's psychosocial stage theory b. Kohlberg's moral understanding stage theory c. Piaget's cognitive development stage theory d. Bronfenbrenner's ecological systems theory	15–16, 62–85
15.	Analyze the factors that contribute to personality, and investigate several research-based personality assessment tools. Use textual evidence to support the analysis. Reflect on the connections between personality, life experience, environment, and brain development.	64, 68–71, 74–76, 309, 533, 553, 574, 597
16.	Examine the Tennessee Early Childhood Education Early Learning Developmental Standards. Summarize the major developmental milestones and create a graphic illustrating the continuum of development from birth through age five in these domains: a. Speech and Language Development b. Early Literacy c. Math and Science d. Social Studies e. Creative Arts f. Social and Emotional Development g. Physical Development	50–61, 64, 86–135, 378–618
17.	Research assessment methods used to observe and interpret children's growth and development. Identify risk factors, delays, or disabilities that may indicate a need for special services.	46–61, 85, 115, 134, 618–647

Introduction to Learning	
18.	Analyze NAEYC's *12 Principles of Child Development and Learning* and additional relevant documents to explain how the principles serve as the foundation for implementing developmentally appropriate practices (DAP) that promote young children's optimal learning.	18–19, 38, 41, 45, 61, 74, 279, 401, 692, 694, 701–707
19.	Synthesize academic research to describe and critique major approaches to theories of human learning: a. Behaviorism b. Cognitive psychology c. Social learning theory d. Constructivism e. Experiential learning f. Multiple intelligences Write an argumentative essay that develops a claim about how a major educational theory of learning has impacted modern practice of supervising or instructing young children.	62–85
20.	Compare and contrast research on the influence of the following factors on student self-concept and learning: a. Student experiences, interests, aptitudes b. Family and culture c. Teacher/Caregiver behavior and attitudes d. Peers	15, 21–22, 28, 39, 42, 53, 79–80, 82, 101–103, 116, 133, 138, 146–151, 158, 169, 184, 192, 239, 242, 280, 285, 326, 336, 344, 354–359, 362–365, 369, 377, 404, 421, 425, 434, 457, 500–502, 504–506, 510–511, 513–515, 524, 528, 533–534, 567, 575, 585, 600–603, 606–607, 609–610, 616, 642, 650, 655, 660, 676–679, 683, 685, 700–701, 703
Career Portfolio	
21.	Create a course portfolio, using writing and visual elements to connect personal career preparation artifacts to concepts learned in this course.	25, 45, 61, 84–85, 103, 119, 135, 153, 181, 203, 225, 245, 273, 299, 319, 331, 349, 377, 400–401, 419, 421, 437, 451, 469, 497, 515, 529, 553, 569, 597, 617, 647, 670–673, 674, 684, 689–690, 700–701
22.	Synthesize information from Child Development Services career exploration to create a written or electronic career pathway plan that outlines academic and career achievement goals and a timeline for ongoing reflection throughout the program of study coursework. a. Identify dual credit courses available within specific programs of study	9–14, 25, 674–701

	b. Gather information from postsecondary institution websites and compare community college, Tennessee Colleges of Applied Technology, and university education programs that align with secondary programs of study	
23.	Drawing upon content in this course, write a clear and coherent definition of a *teaching philosophy*, argue its significance to student learning, and create a personal teaching philosophy for inclusion in the professional portfolio.	354–355, 687–690