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Correlation Introduction to Child Development ©2024
Child Development 2
SC Academic Standards
Course Code: 5801
(Grade 9-12)



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Personal Qualities and Abilities	
1. **Creativity and Innovation**: Employs originality, inventiveness, and resourcefulness in the workplace	**Instruction:** 4-35 Chapter 1 Learning About Children 20 **Lesson 1-3 Studying and Observing Children** 21-24 Benefits of Studying Children 21 Understand Yourself 21 Work with Children 21 Protecting Children's Rights 24 Child Advocate 25-26 Maslow's Hierarchy of Needs 25 Figure 1.11 Maslow's Hierarchy of Human Needs 26 Figure 1.12 Engaging Children in Challenging Activities 26 Brazelton and Greenspan's Irreducible Needs 26 Figure 1.12 Child Observations 27-28 Observing Children (direct and indirect) 28 Figure 1.13 Why Observe Children? 29 Guidelines for Observations 29 Figure 1.15 Guidelines for Observations 588 Guiding Electronic Media Use 638 Encouraging Play in Children 819 Entrepreneurship (creativity) **Application:** 20 Lesson 1.3 Key Terms 20 Reading and Notetaking Activity 21 Children's Rights Discussion Activity 30 Lesson 1.3 Review and Assessment #1-3 30-32 Chapter 1 Review and Assessment 31 Recall and Application #7-10 33 Critical Thinking #1-10 34 Core Skills #2, #3-4, #6 34 Observations #2
2. **Critical Thinking and Problem-Solving**: Uses sound reasoning to analyze problems, evaluate potential solutions, and implement effective courses of action	**Instruction:** 700-735 Lesson 22.1 Helping Children and Adolescents Cope with Challenges 700-706 **Lesson 22.1-1 Challenges in the Family** ○ moving ○ financial strain ○ addiction ○ violence and disasters ○ divorce



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3. **Initiative and Self-Direction**: Independently looks for ways to improve the workplace and accomplish tasks	**Instruction:** 789 Parent/Caregiver Communication and Participation 825-833 Lesson 25.3 Developing Skills for Career Success 826 Figure 25.14 Well- Versed in New Technology 826-827 **Lesson 25.3-1 Interpersonal Skills** ○ positive attitude ○ strong work ethic ○ good manners ○ excellent communication skills



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4. **Integrity**: Complies with laws, procedures, and workplace policies; demonstrates honesty, fairness, and respect	**Instruction:** 670 Legislation Affecting Children (reporting abuse) 698-735 Handling Family-Life Challenges 716 **Lesson 22.2 Protecting Children and Adolescents from Neglect and Abuse** 717-719 Child Neglect and Abuse 717 Figure 22.12 Protection for Abused Children 717-718 Types of Child Neglect and Abuse 719 Figure 22.13 Myths and Realities about Child Sexual Abuse 720 Figure 22.14 Risk Factors for Child Neglect and Abuse 721-722 Effects of Child Neglect and Abuse ○ effects on physical development ○ effects on intellectual development ○ effects on social-emotional development 721 Effects of Intellectual Development 722 Effects on Social-Emotional Development 721 Figure 22.15 Physical Therapy for Children 722 Sibling and Peer Abuse 722 Figure 22.16 Types of Bullying 723 Recognizing and Reporting Neglect and Abuse



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5. **Work Ethic**: Consistently works to the best of one's ability and is diligent, dependable, and accountable for one's actions	**Instruction:** 804-847 Preparing for a Child-Related Career 825 **Lesson 25.3 Developing Skills for Career Success** 826 Figure 25.14 Well- Versed in New Technology 826-827 Interpersonal Skills ○ positive attitude ○ strong work ethic ○ good manners ○ excellent communication skills 826 Figure 15.15 Maintain a Positive Attitude 828 Figure 25.16 Interpersonal Communication Skills 829 Collaboration Skills 829 Figure 25.17 Excellent Collaboration Skills 830-832 Critical Thinking, Problem-Solving, and Conflict-Resolution Skills ○ professionalism skills ○ strong executive function skills ○ role-management skills 830 Figure 25.18 Conflict-Resolution Model 831 Figure 25.19 Codes of Professional Ethics 831 Strong Executive Function Skills 832 Time Management 832 Figure 25.20 Characteristics of People with Strong Executive Function Skills **Application:** 825 Lesson 25.3 Key Terms



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7. **Listening and Speaking**: Listens attentively and asks questions to clarify meaning; articulates ideas clearly in a manner appropriate for the setting and audience	**Instruction:** 66 Identifying Healthy Families (communication) 66 Figure 3.2 Nonverbal Communication 575-576 Communicating 619 Guiding and Modeling Behaviors 619 Figure 19.15 How to Keep Parent and Child Communication Open 827 Good Manners



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9. **Customer Service Orientation**: Anticipates and addresses the needs of customers and coworkers, providing thoughtful, courteous, and knowledgeable service	**Instruction:** 658-697 Chapter 21 Protecting Children's Physical Health and Safety 659 **Lesson 21.1 Maintaining Children's Health** 661 Lesson 21.1-1Basic Health Care for Children 661 Meeting Children's Physical Needs 661 Figure 21.1 Proper Hand-Washing Steps 661 Providing Children with Preventive Health Care 662-663 Regular Doctor and Dental Appointments 662 Figure 21.2 AAP Check Up Recommendations 662 Focus on Health: Supporting Children During an Exam 664 Health Screenings and Immunization 664 Childhood Diseases 664 Communicable Diseases 665 Figure 21.3 Immunization Schedule 665-667 Figure 21.4 Communicable Childhood Diseases 668-670 Non-Communicable Diseases 668 Figure 21.5 Proper Cooking Temperatures 669 Figure 21.6 Types of Allergens 670 Figure 21.7 Reducing the Risk of Asthma and Allergies 671 Figure 21.8 Common Laws and Legislation Regarding Children **Application:** 660 Lesson 21.1 Key Terms 660 Reading and Notetaking Activity 671 Lesson 21.1 Review and Assessment #1-5 693 Chapter 21 Review and Assessment 695 Recall and Application #1-5 696 Critical Thinking #1, #7 696 Core Skills #1-3, #8
10. **Teamwork:** Shares responsibility for collaborative work and respects the thoughts, opinions, and contributions of other team members	**Instruction:** 804 -847 Chapter 25 Preparing for a Child-Related Career 825 **Lesson 25.3 Developing Skills for Career Success** 826 Figure 25.14 Well- Versed in New Technology 826-827 Interpersonal Skills ○ positive attitude ○ strong work ethic ○ good manners ○ excellent communication skills 826 Figure 15.15 Maintain a Positive Attitude



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11. **Big Picture Thinking**: Understands one's role in fulfilling the mission of the workplace and considers the social, economic, and environmental impacts of one's actions	**Instruction:** 182 Support Systems for Teen Parents 182 Figure 6.17 Possible Resources for Teen Parents 193 Figure 7.4 Family and Medical Leave Act (FMLA) 770-803 Chapter 24 Providing Early Childhood Education in Group Settings 773 **Lesson 24.1-1 Types of Early Childhood Education Programs** 773 Figure 24.1 Early Childhood Program Options 773-777 Child Care Programs ○ In-Home Child Care ○ Family Child Care ○ Center-Based Child Care ○ School-Age Child Care 774 Figure 24.2 In-Home Child Care by Non-Relatives 775 Figure 24.3 Advantages of Family Child Care 776 Figure 24.4 Center-Based Child Care 777 Figure 24.5 SACC Programs 779 Child Development Laboratories 779 Child Development Professor 780 Head Start Programs



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13. **Continuous Learning and Adaptability**: Accepts constructive feedback well and is open to new ideas and ways of doing things; continuously develops professional skills and knowledge to adjust to changing job requirements	**Instruction:** 4-35 Chapter 1 Learning About Children 20 Studying and Observing Children 21-24 **Lesson 1.3-1 Benefits of Studying Children** 21 Understand Yourself 21 Work with Children 21 Protecting Children's Rights 25 Child Advocate 25-26 Maslow's Hierarchy of Needs 26 Figure 1.11 Maslow's Hierarchy of Human Needs 26 Figure 1.12 Engaging Children in Challenging Activities 26 Brazelton and Greenspan's Irreducible Needs 753-769 **Chapter 23 Supporting Children's with Special Needs** 754 Figure 23.15 Special Needs in Children 754-755 Lesson 23.2-1 Supporting Children with Physical Special Needs ○ Support for Children with Physical Disabilities ○ Support for Children with Speech Disorders 755 Figure 23.16 Braille System 756-757 Supporting Children with Intellectual Special Needs ○ Support for Children with Intellectual Abilities ○ Support for Children with Gifts and Talents



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1. **Engage:** Differentiate the typical and atypical behaviors of preschool and school age children.	**Instruction:** 739 23.1.-1 Who are Children with Special Needs? 739 Typical Development 739 Figure 23.1 Children with special needs have much in common with children who do not have special needs 739 Differences in Motor Skills, Seeing, Hearing, Speech, Intellectual abilities, Learning, Language, and social behaviors 739 Guidelines to consider (bullet list) 740 Additional guidelines to consider (cont.) 741 Children with Physical disabilities 742 Children with Vision conditions 742 Children with Hearing conditions 743 Children with Speech disorders



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2. **Explore:** Explore the developmental domains of preschool and school-age children.	**Instruction:** 326 Lesson 11.1 Growth and Development of Toddlers 327 11.1-1 Maturation of Organs 418 Lesson 14.1 Growth and Development of Preschoolers 419 14.1-1 Maturation of Organs 530 Lesson 17.1 Growth and Development of School-Age Children and Adolescents 531 17.1 Maturation of Organs **Application:** 351 Chapter 11 Recall and Application, Critical Thinking 442 Chapter 14 Recall and Application, Critical Thinking 539 Lesson 17.1 Review and Assessment
3. **Explain:** Describe developmentally appropriate guidance techniques for challenging behaviors.	**Instruction:** 109 Figure 4.13 Some Induction Techniques and Examples 362 Investigate Special Topics: Successfully Scaffold Toddlers' Learning 400 13.2-2 Helping Toddlers Achieve Autonomy 400 Ensuring Safety 400 13.2-3 Balancing Self-Assertion and Obedience 400 Encouraging Efforts 401 Teaching Obedience 402 Providing Guidance 403 Being Consistent 403 Showing Love and Respect



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4. **Extend:** Identify the theories and theorists of growth and development.	**Instruction:** 12 1.2 Principles and Theories of Growth and Development 14 1.2-1 Principles of Growth and Development 14 Figure 1-6 Principles of Growth and Development 15 Principle 1 Growth and Development are Constant 15 Principle 2 Growth and Development are Gradual and continuous 15 Principle 3 Growth and Development Happen in Sequenced Steps – Codified, teachable moments 16 Principle 4 Growth and Development Happen at Different Rates – age norm, development acceleration, development delay, motivation 17 Principle 5 Growth and Development Are Interrelated 17 1.2-2 Theories of Growth and Development 17 Figure 1.9 Child Development Grand Theories **Application:** 19 Lesson 1.2 Review and Assessment 32 Chapter 1 Recall and Application, Critical Thinking
5. **Evaluate:** Compare and contrast the principles of child development.	**Instruction:** 12 1.2 Principles and Theories of Growth and Development 14 1.2-1 Principles of Growth and Development 14 Figure 1-6 Principles of Growth and Development 15 Principle 1 Growth and Development are Constant 15 Principle 2 Growth and Development are Gradual and continuous 15 Principle 3 Growth and Development Happen in Sequenced Steps – Codified, teachable moments 16 Principle 4 Growth and Development Happen at Different Rates – age norm, development acceleration, development delay, motivation



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B. Health, Safety and Nutrition	
B1. Analyze practices that promote the health, hygiene, safety, and nutrition of children.	
1. **Engage:** Identify symptoms and treatments for childhood diseases/illnesses/allergies.	**Instruction:** 658-697 Chapter 21 Protecting Children's Physical Health and Safety 659 659 Lesson 21.1 Maintaining Children's Health 661 **Lesson 21.1-1 Basic Health Care for Children** 661 Meeting Children's Physical Needs 661 Figure 21.1 Proper Hand-Washing Steps 661 Providing Children with Preventive Health Care 662-663 Regular Doctor and Dental Appointments 662 Figure 21.2 AAP Check Up Schedule 662 Supporting Children During an Exam 664 Health Screenings and Immunization 664 Childhood Diseases 664 Communicable Diseases 665 Figure 21.3 Immunization Schedule 666-667 Figure 21.4 Communicable Childhood Diseases 668-670 Non-communicable Diseases 668 Figure 21.5 Proper Cooking Temperatures 669 Figure 21.6 Types of Allergens 670 Figure 21.7 Reducing the Risk of Asthma and Allergies 671 Figure 21.8 Common Laws and Legislation Regarding Children 684 **Lesson 21.3-1 Treating a Child's Illness** 684 Recognizing the Need for Medical Intervention 684 Giving Medications 685 Figure 21.16 Symptoms Requiring Medical Intervention 686 Figure 21.17 Delivering Medication to Infants 686 Making a Child Comfortable 686-689 Knowing Basic First Aid 687 Figure 21.18 First-Aid Items 687 Wounds ○ shallow cuts and abrasions ○ deep cuts and bleeding ○ burns



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2. **Explore**: Explore practices that support social, emotional, and mental health and wellness.	**Instruction:** 93 Focus on Mental Health 306 Figure 10.9 Newborn and Infant Social-Emotional Milestones 309 10.2-1 Erikson's Psychosocial Theory 309 Figure 10.10 The Stages of Erikson's Psychosocial Theory 392 Focus on Mental Health 396 13.1-6 Social-Emotional Milestones 397 Figure 13.7 Toddler Social-Emotional Milestones 502 16.1-4 Social-Emotional Developmental Milestones 502 Figure 16.8 Preschool Social-Emotional Milestones 503 16.1-5 Recognizing Preschoolers' Stress 504 Focus on Mental Health 504 Developmental Stress 505 Environmental Stress 505 Focus on Health: Clues to Stress in the Preschool Years 514 16.2-2 Helping Preschoolers Develop Social Relations 514 Making Time for Friendships 611 19.1-6 Social-Emotional Developmental Milestones 612 Figure 19.11 School-Age Social-Emotional Milestones **Application:** 507 Lesson 16.1 Review and Assessment



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3. **Explain:** Describe the impact of child abuse and neglect.	**Instruction:** 698-735 Handling Family-Life Challenges 716-735 Lesson 22.2 Helping Children and Adolescents Copy with Challenges 716 **Lesson 22.2 Protecting Children and Adolescents from Neglect and Abuse** 717-719 Child Neglect and Abuse 717 Figure 22.12 Protection for Abused Children 717-718 Types of Child Neglect and Abuse 719 Figure 22.13 Myths and Realities about Child Sexual Abuse 720-721 Causes of Child Neglect and Abuse 720 Figure 22.14 Risk Factors for Child Neglect and Abuse 721-722 Effects of Child Neglect and Abuse ○ effects on physical development ○ effects on intellectual development ○ effects on social-emotional development 721 Figure 22.15 Physical Therapy for Children 722 Sibling and Peer Abuse 722 Figure 22.16 Types of Bullying 723 Recognizing and Reporting Neglect and Abuse 723-724 Figure 22.17 Signs of Child Neglect and Abuse 725-729 Treating Cases of Neglect and Abuse ○ preventing neglect and abuse ○ promoting public awareness ○ improving the social climate ○ providing professional support ○ educating adults ○ stopping the cycle of neglect and abuse 725 Figure 22.18 Temporary Care in Foster Homes 726 Figure 22.19 Treating Children's Physical Injuries 728 Figure 22.20 Preventing Children from Becoming Victims of Sibling or Peer Abuse **Application:** 716 Lesson 22.2 Key Terms 716 Reading and Notetaking Activity 718 Domestic Violence Speaking Activity 730 Lesson Review and Assessment #1-6 731-732 Chapter 22 Review and Assessment 732 Recall and Application #7-12 733 Critical Thinking #5-8 734 Core Skills #7-8 735 Observations #1



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4. **Extend:** Critique childcare environments for safety.	**Instruction:** 671 Lesson 21.2 Ensuring Children's Safety 672 **Lesson 21.2 Supervising Children** 673-674 Figure 21.9 Common Accidents of Children 674 Creating a Safe Environment 674 Childproofing 675 Figure 21.10 Indoor and Outdoor Safety 675-676 Using Safe Child Items and Toys 675-677 Figure 21.11 Safety Standards for Child Items 677 Toy Safety 678 Figure 21.12 Safety Features for Toys 679 Storing and Maintaining Child Items and Toys 679 Figure 21.13 Regularly Check and Clean Stuffed Toys 680 Teaching Safety Lessons 681 Figure 21.14 Set and Enforce Limits 681 Trauma and Injury **Application:** 672 Lesson 21.2 Key Terms 672 Reading and Notetaking Activity 682 Lesson 21.2 Review and Assessment #1-6 693-694 Chapter 21 Review and Assessment 695 Recall and Application #1-9 696 Critical Thinking #1, #3-8 696-697 Core Skills #2-6 697 Observations #1-2
5. **Evaluate:** Evaluate strategies that promote the health, hygiene, and nutrition of children.	**Instruction:** 336 Lesson 11.2 Meeting Nutritional Needs of Toddlers 337 11.2-2 Healthful Food Choices 428 Lesson 14.2 Meeting Nutritional Needs of Preschoolers 429 Importance of Nutrition 540 17.2 Meeting Nutritional Needs of School-Age Children and Adolescents 541 Healthful Eating in the School-Age Years and Adolescence 544 17.2-2 Nutrition-Related Risks 544 Overweight Children and Adolescents 545 Underweight Children 658-697 Chapter 21 Protecting Children's Physical Health and Safety 660 Lesson 21.1 Maintaining Children's Health 661 **Lesson 21.1-1 Basic Health Care for Children** 661 Meeting Children's Physical Needs 661 Figure 21.1 Proper Hand-Washing Steps 661 Providing Children with Preventive Health Care



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C. Collaborative Relationships	
C1. Analyze the impact of collaborative relationships in child development.	
1. **Engage:** Summarize how a child's overall interactions with various communities change as they mature.	**Instruction:** 17 Lesson 1.2-2 Theories of Growth and Development 18 Figure 1.9 Child Development Grand Theories (Bronfenbrenner) 62-89 Families Today 64 Lesson 3.1 Health Family Development 65 **Lesson 3.1-1 What is A Family?** 66 Identifying Healthy Families



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2. **Explore:** Demonstrate best practices for engaging/establishing relationships with the community.	**Instruction:** 784 **Lesson 24.2-1 Choosing an Early Childhood Education Program** 785 Adherence to Regulations 786 Housing and Equipment 786 Figure 24.10 Childhood Education Programs and Current Safety and Health Standards 786-788 Quality and Number of Staff ○ quality of Caregivers-1 ○ adult-Child Ratio and Group Size ○ staff Turnover ○ parent/caregiver Communication and participation ○ use of Early Learning Standards 787 Figure 24.11 Recommended Adult-Child Ratios 788 Safety for Early Childhood Staff 789 Figure 24.12 Example of Combining Caregiver and Teacher Goals 789 Opportunities for Parent and Caregiver Communication and Involvement



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3. **Explain**: Explain how specific needs of children determine community-based resources that should be accessed	**Instruction:** 753-769 **Chapter 23 Supporting Children's with Special Needs** 754-755 Lesson 23.2-1 Supporting Children with Physical Special Needs ○ Support for Children with Physical Disabilities ○ Support for Children with Speech Disorders 755 Braille System 755 Figure 23.16 Braille System 756-757 Supporting Children with Intellectual Special Needs ○ Support for Children with Intellectual Abilities ○ Support for Children with Gifts and Talents ○ Support for Children with Learning Disorders ○ Support for Children with Language Disorders 756 Figure 23.17 Rigorous Educational Programs



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4. **Extend**: Justify the various community relationships based on the specific needs of children.	**Instruction:** 700-735 Lesson 22.1 Helping Children and Adolescents Cope with Challenges 700-706 **Lesson 22.1-1 Challenges in the Family** ○ moving ○ financial strain ○ addiction ○ violence and disasters ○ divorce 701 Figure 22.1 Being Active After a Move 702 Figure 22.2 Effects of Financial Strain on Children 703 Figure 22.3 Providing Lunches for Children 705 Figure 22.4 Children's Reactions to Violence and Disaster 707 Figure 22.5 Reactions to Loss of a Parent Through Divorce or Death 708-709 Illness and Death 708 Figure 22.6 Creating an Appealing Space after Divorce 709 Helping Children and Adolescents Understand Illness and Death 710 Helping Children and Adolescents Cope with Grief 710 Figure 22.7 Stages of Grief 710 Figure 22.8 Signs of Grief in Children 711 Resilience in Children and Adolescents 711 Figure 22.9 Qualities of Resilient Children 712-715 Resources for Children and Adolescents in Crises



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5. **Evaluate:** Assess support systems and resources that establish/promote positive relationships with the community.	**Instruction:** 784 **Lesson 24.2-1 Choosing an Early Childhood Education Program** 785 Adherence to Regulations 786 Housing and Equipment 786 Figure 24.10 Childhood Education Programs and Current Safety and Health Standards 786-788 Quality and Number of Staff ○ quality of Caregivers-1 ○ adult-Child Ratio and Group Size ○ staff Turnover ○ parent/caregiver Communication and participation ○ use of Early Learning Standards 787 Figure 24.11 Recommended Adult-Child Ratios 788 Safety for Early Childhood Staff 789 Figure 24.12 Example of Combining Caregiver and Teacher Goals 789 Opportunities for Parent and Caregiver Communication and Involvement 791-796 Quality Activities ○ quality activities for infants and Toddlers ○ quality activities for preschooler ○ cultural diversity ○ costs of child care ○ special services 792 Figure 24.14 High-Quality Programs Include Social Activities 793 Figure 24.15 Example Kindergarten Lesson Plan 794 Figure 24.16 Example Preschool Lesson Plan 795 Costs of Child Care



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D. Childcare Services	
D1. Evaluate childcare agencies and the quality of comprehensive services.	
1. **Engage:** Describe characteristics of quality child care facilities.	**Instruction:** 773 **Lesson 24.1-1 Types of Early Childhood Education Programs** 773 Figure 24.1 Early Childhood Program Options 773-777 Child Care Programs ○ In-Home Child Care ○ Family Child Care ○ Center-Based Child Care ○ School-Age Child Care 774 Figure 24.2 In-Home Child Care by Non-Relatives 775 Figure 24.3 Advantages of Family Child Care 776 Figure 24.4 Center-Based Child Care 777 Figure 24.5 SACC Programs 779 Child Development Laboratories 779 Child Development Professor 780 Head Start Programs 780 Figure 24.6 Children in Head Start Programs 781 Pre-K Programs 781 Montessori Schools 781 Figure 24.7 Montessori Classroom Learning 782 Kindergartens 782 Primary School Programs 782 Figure 24.8 Frobel's Methods on Child Play 783 Trends in Early Childhood Education Programs 783 Figure 24.9 CCR&R Agencies **Application:** 88 Critical Thinking #2 525 Observations #1 696-697 Core Skills #8 769 Core Skills #6 772 Lesson 24.1 Key Terms



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2. **Explore:** Demonstrate proficiency in caregiving practices.	**Instruction:** 93 Focus on Mental Health 99 Time and Energy 814 Types of Child-Related Careers 814 Direct Intervention 814 Indirect Intervention 815 Health and Protective Services 816 Figure 25.8 Child-Related Careers in Health Services 816 Care and Education 817 Figure 25.9 Child-Related Career in Protective Services 817 Figure 25.10 Child-Related Careers in Care and Education 818 Entertainment, Design, Advertising, Marketing and Management, Research, Consulting and Advocacy, & Entrepreneurship 819 25. 2-2 Personal Qualification for a Child-Related Career 819 Concern for Children 820 Figure 25.12 Behaviors of Adults Who are Concerned for Children 820 Flexibility, Leadership 820 Figure 25.3 Qualities of Effective Leaders 821 Focus on Mental Health: Burnout 821 25.2-3 Professional Qualification for Child-Related Career 821 Knowledge of Child Development, Career Specialization 821 Investigate Special Topics: Setting Short- and Long-Term SMART Goals in Child-Related Careers 822 Education and Certification 823 Lifelong Learning – National Association for the Education of Young Children (NAEYC) and Childhood Education International (CE International) 825 25.3 Developing Skills for Career Success 826 25.3-1 Interpersonal Skills 828 Figure 25-16 Interpersonal Communication Skills 829 25 3.2 Collaboration Skills 830 25 3.3 Critical Thinking, Problem-Solving, and Conflict-Resolution Skills 830 Figure 25.18 Conflict-Resolution Model 832 Focus on Mental Health



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3. **Explain**. Compare local, state, and federal policies.	**Instruction:** 670 21.1-3 Legislation Affecting Children (reporting abuse) 671 Figure 21.8 Common Laws and Legislation Regarding Children 698-735 Handling Family-Life Challenges 716 **Lesson 22.2 Protecting Children and Adolescents from Neglect and Abuse** 717-719 Child Neglect and Abuse 717 Figure 22.12 Protection for Abused Children 717-718 Types of Child Neglect and Abuse 719 Figure 22.13 Myths and Realities about Child Sexual Abuse 720 Figure 22.14 Risk Factors for Child Neglect and Abuse 721-722 Effects of Child Neglect and Abuse ○ effects on physical development ○ effects on intellectual development ○ effects on social-emotional development 721 Effects of Intellectual Development 722 Effects on Social-Emotional Development



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4. **Extend:** Assess how policies impact relationships or partnerships among parents, children, and providers.	**Instruction:** 4-35 Chapter 1 Learning About Children 20 Studying and Observing Children 21-24 **Lesson 1.3-1 Benefits of Studying Children** 21 Understand Yourself 21 Work with Children 21 Protecting Children's Rights 23 Department of Human Services or Child Protective Services (CPS) 25 Child Advocate 25-26 Maslow's Hierarchy of Needs 26 Figure 1.11 Maslow's Hierarchy of Human Needs 26 Figure 1.12 Engaging Children in Challenging Activities 26 Brazelton and Greenspan's Irreducible Needs 670 21.1-3 Legislation Affecting Children (reporting abuse) 671 Figure 21.8 Common 753-769 **Chapter 23 Supporting Children's with Special Needs** 754 Figure 23.15 Special Needs in Children



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	829 Figure 25.17 Share Roles with Team Members **Application:** 20 Lesson 1.3 Key Terms 20 Reading and Notetaking Activity 21 Children's Rights Discussion Activity 24 Child Protective Services Research Activity 30 Lesson 1.3 Review and Assessment #1-3 31-35 Chapter 1 Review and Assessment 32-33 Recall and Application #7-10 34-35 Critical Thinking #1-10 34 Core Skills #2, #3-4, #6 35 Observations #1 525 CTE Career Readiness Practice #8 525 Observations #1 763 Early Childhood Education Programs for Children with Special Needs Research Activity 764 Lesson 23.2 Review and Assessment #4 765-766 Chapter 23 Review and Assessment 767 Recall and Application #8-14 768 Critical Thinking #1-8 769 Core Skills #1-6 769 Observations #1-2
5. **Evaluate**: Evaluate child and family services and resources.	**Instruction:** 4-35 Chapter 1 Learning About Children 20 Studying and Observing Children 21-24 **Lesson 1.3-1 Benefits of Studying Children** 21 Understand Yourself 21 Work with Children 21 Protecting Children's Rights 23 Department of Human Services or Child Protective Services (CPS) 25 Child Advocate 25-26 Maslow's Hierarchy of Needs 26 Figure 1.11 Maslow's Hierarchy of Human Needs 26 Figure 1.12 Engaging Children in Challenging Activities 26 Brazelton and Greenspan's Irreducible Needs 753-769 **Chapter 23 Supporting Children's with Special Needs** 754 Figure 23.15 Special Needs in Children 754-755 Lesson 23.2-1 Supporting Children with Physical Special Needs ○ Support for Children with Physical Disabilities ○ Support for Children with Speech Disorders 755 Figure 23.16 Braille System 756-757 Supporting Children with Intellectual Special Needs



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E. Career Pathways and Professionalism	
E1. Analyze career options and employability skills.	
1. **Engage:** Compare several potential employment opportunities for personal career goals.	**Instruction:** 25 Child Advocate Career 149 Diagnostic Medical Sonographer Career 193 Certified Nurse-Midwife Career 249 Physical Therapist Career 317 Mental Health Counselor Career 342 Registered Dietician Career 482 Artist and Animator (children's multimedia artist) 809 **Lesson 25.1-2 Exploring Careers** 809 Research Occupational Categories 809 Figure 25.3 Common Occupational or Industry Categories 810 Figure 25.4 Education and Training Options 811 Figure 25.5 Types of Work-Based Learning Programs 814-819 Lesson 25.2 Learning About Careers That Involve Children 814 **Lesson 25.2-1 Types of Child-Related Careers** 815 Figure 25.7 Child-Related Careers 815 Health and Protective Services 816 Figure 25.8 Child-Related Careers in Health Services 816-817 Care and Education 817 Figure 25.9 Child-Related Careers in Protective Services 817 Figure 25.10 Child-Related Careers in Care and Education 818 Entertainment and Design 818 Advertising, Marketing and Management 818 Research, Consulting and Advocacy 818 Figure 25.11 Advocacy Presentations 819 Entrepreneurship 819 **Lesson 25.2-2 Qualifications for Child-Related Career** 820 Concern for Children



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	820 Figure 25.12 Behaviors of Adults Who Are Concerned for Children 820 Flexibility and Leadership 821 **Lesson 25.2-3 Professional Qualification for Child-Related Career** 821 Knowledge of Child Development 821-822 Career Specialization 823 Education and Certification 823 Lifelong Learning 835 Lesson 25.4-1 Searching for Jobs 835 Job Fairs and Networking 835 Figure 25.21 Career Job Fairs **Application:** 25 Child Advocate Research Activity 317 Mental Health Counselor Research Activity 342 Registered Dietician Research Activity 482 Artist and Animator Research Activity 813 Chapter 25.1 Review and Assessment #3 819 Qualities of Entrepreneurs Research Activity 822 Setting Short-and Long-Term SMART Goals in Child-Related Careers Writing Activity 824 Lesson 25.2 Review and Assessment #1-5 843-847 Chapter 25 Review and Assessment 845 Recall and Application #1-5 846 Critical Thinking #1-6 846-847 Core Skills #2-6, # 9 847 Observations #1-2
2. **Explore:** Investigate laws and regulations about career goals.	**Instruction:** 25 Child Advocate (training laws) 83 Adoption Options and Rights (adoption laws) 83 Social Worker-Adoption Coordinator (state laws) 671 Figure 21.8 Common Laws and Legislation 785 Adherence to Regulations (child-related career) 811 Figure 25.5 Types of Work-Based Learning Programs 815 Health and Protective Services 819 Lesson 25.2-2 Personal Qualifications for a Child-Related Career 819 Entrepreneurship (child-related field) 819 Qualities of Entrepreneurs (laws and regulations) 841 Lesson 25.4-4 Succeeding on the Job (OSHA) **Application:** 819 Qualities of Entrepreneurs Research Activity 822 Setting Short- and Long-Term SMART Goals in Child-Related Careers Writing Activity 882 Lesson 25.4 Review and Assessment #5 843-847 Chapter 25 Review and Assessment 845 Recall and Application #5-6, #19



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	846 Critical Thinking #2, #6 846-847 Core Skills #3 847 Observations #2
3. **Explain:** Explain how employability skills, professionalism, and work ethics affect career success.	**Instruction:** 825 **Lesson 25.3 Developing Skills for Career Success** 826 Figure 25.14 Well- Versed in New Technology 826-827 Interpersonal Skills ○ positive attitude ○ strong work ethic ○ good manners ○ excellent communication skills 828 Figure 25.16 Interpersonal Communication Skills 829 Collaboration Skills 829 Figure 25.17 Excellent Collaboration Skills 830-832 Critical Thinking, Problem-Solving, and Conflict-Resolution Skills ○ professionalism skills ○ strong executive function skills ○ role-management skills 830 Figure 25.18 Conflict-Resolution Model 831 Figure 25.19 Codes of Professional Ethics 831 Strong Executive Function Skills 832 Time Management 832 Figure 25.20 Characteristics of People with Strong Executive Function Skills **Application:** 825 Lesson 25.3 Key Terms 825 Reading and Notetaking Activity 833 Lesson 25.3 Review and Assessment #1-5 843-847 Chapter 25 Review and Assessment 845 Recall and Application #8-11 846 Critical Thinking #1-6 846-847 Core Skills #2-4, #9 847 Observations #1-2
4. **Extend:** Demonstrate leadership skills and transferable employability skills in school, community, and workplace settings. e.g., student and professional organizations.	**Instruction:** 825 **Lesson 25.3 Developing Skills for Career Success** 826 Figure 25.14 Well- Versed in New Technology 826-827 Interpersonal Skills ○ positive attitude ○ strong work ethic ○ good manners ○ excellent communication skills 828 Figure 25.16 Interpersonal Communication Skills 829 Collaboration Skills 829 Figure 25.17 Excellent Collaboration Skills 830-832 Critical Thinking, Problem-Solving, and Conflict-Resolution Skills



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5. **Evaluate:** Evaluate factors that contribute to maintaining safe and healthy school, work, and community environments.	**Instruction:** 659 **Lesson 21.1 Maintaining Children's Health** 661 Lesson 21.1-1 Basic Health Care for Children 661 Meeting Children's Physical Needs 661 Figure 21.1 Proper Hand-Washing Steps 661 Providing Children with Preventive Health Care 662-663 Regular Doctor and Dental Appointments 662 Figure 21.2 AAP Check Up Schedule 662 Supporting Children During an Exam 664 Health Screenings and Immunization 664 Childhood Diseases 664 Communicable Diseases 665 Figure 21.3 Immunization Schedule 665-667 Figure 21.4 Communicable Childhood Diseases 668-670 Non-communicable Diseases 668 Figure 21.5 Proper Cooking Temperatures 669 Figure 21.6 Types of Allergens 670 Figure 21.7 Reducing the Risk of Asthma and Allergies 670 Figure 21.8 Common Laws and Legislation Regarding Children 671 Lesson 21.2 Ensuring Children's Safety 672 **Lesson 21.2 Supervising Children** 673 Figure 21.9 Common Accidents of Children 674 Creating a Safe Environment 674 Childproofing 675 Figure 21.10 Indoor and Outdoor Safety 676 Using Safe Child Items and Toys 676-677 Figure 21.11 Safety Standards for Child Items 677 Toy Safety



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