



Goodheart-Willcox Correlation of <i>Working with Young Children</i> ©2020 to Oklahoma Standards for Career Tech / Family & Consumer Sciences Course: Early Care Professionals – Grades 9-12	
Standard	Correlating Textbook Pages
Analyze career paths within early childhood, education, and related services.	
Explain the roles and functions of individuals engaged in early childhood, education, and services.	9-12, 674-701
Analyze opportunities for employment, entrepreneurial endeavors, and emerging careers.	9-12, 13
Summarize education and training requirements and opportunities for career paths in early childhood, education, and services.	9-22, 679-699
Analyze the effects of early childhood, education, and services occupations on local, state, national, and global economies.	18, 19, 32-44, 72-83, 354-374
Create an employment portfolio to communicate education and early childhood knowledge and skills.	18-20, 58-59, 679-682, 696
Analyze the role of professional organizations in education and early childhood.	679-699
Analyze developmentally appropriate and culturally responsive practices to plan for early childhood, education, and services.	
Analyze child development theories and their implications for educational and childcare practices.	72-83
Explore assessment tools and methods to observe and interpret children's growth and development and apply to assess growth and development across the lifespan.	46-59, 280, 352-362
Analyze cultural and environmental influences when assessing development of children, youth and adults.	6, 98-101, 362, 606, 670-671
Address specific developmental needs of children, youth and adults based on assessment of their abilities.	64-68, 70-71, 72-73
Analyze strategies that promote growth and development of children, youth and adults.	278-293, 295-297, 503-512



Demonstrate integration of curriculum and instruction to meet developmental needs and interests of children, youth and adults, considering gender, ethnicity, geographical, cultural, and global influences.	
Analyze a variety of curriculum and instructional models.	14-17, 287-294, 357-375
Implement learning activities in all curriculum areas that meet the developmental needs of learners.	322-345, 380-397
Implement an integrated curriculum that incorporates a learner's language, learning styles, early experiences, and cultural values.	147 – 151, 278-294, 351-375
Demonstrate a variety of teaching methods to meet individual needs of learners.	147-151, 287-294, 358-375
Arrange the classroom environment to provide for learners' exploration, discovery, development, and reflection through multiple methods including learning centers.	370-375, 380-397, 398-399, 424-435
Establish effective activities, routines, and transitions for various age groups.	322-329, 334-347
Demonstrate a safe and healthy learning environment for children, youth and adults.	
Manage physical space to maintain a learning environment that is safe and healthy and encourages physical activity.	158-179, 370-375, 398-399, 424-435, 521-522
Apply safe and healthy practices that comply with local, state, and federal regulations to assure learners' safety.	43, 217, 237
Implement strategies to teach children health, safety, and sanitation habits.	254-255, 257-270, 521-522
Plan safe and healthy meals and snacks that meet USDA standards.	142-143, 229-242, 518-527
Document symptoms of child abuse and neglect and use appropriate procedures to report suspected abuse or neglect to the designated authorities.	215-223
Implement basic health practices and prevention procedures for workers and learners regarding illness, communicable diseases, accidents and trauma.	185 – 186, 206-215
Demonstrate security and emergency procedures.	185 – 186, 206-215



Demonstrate skills for building and maintaining positive collaborative relationships with children, youth and adults in their family and community environments, considering gender, ethnicity, geographical, cultural, and global influences.	
Apply developmentally appropriate and culturally responsive guidelines for behavior.	52-59, 650-664
Demonstrate problem- solving and decision-making skills when working with children, youth and adults.	278-293, 295-297, 563-572
Demonstrate interpersonal skills that promote positive and productive relationships with learners.	116-117, 146-148, 280-297, 310-317, 565-566
Implement strategies for constructive and supportive interactions between children, youth and adults and their families and communities.	48-52, 280-297, 302-319, 650-664
Analyze learners' developmental progress and summarize developmental issues and concerns.	46-59
Demonstrate professional practices and standards related to working with children, youth and adults, including diverse populations.	
Explore opportunities for continuing training and education.	18-20
Apply professional ethical standards as accepted by the recognized professional organizations.	18-20, 73, 161 , 278, 681, 692, 702-707
Implement federal, state, and local standards, policies, regulations, and laws that affect programs for children, youth and adults and their families.	354-374
Demonstrate enthusiasm, initiative, and commitment to program goals and improvements.	14-22
Examine entrepreneurial and management skills to planning businesses in early childhood, education, and services.	11-13, 17-20
Identify ways educators can advocate to influence policies, agencies, and institutions for the benefit of children, youth, and adults and their families.	19-22, 64-83, 650-655