

<b>Goodheart-Willcox Publisher Correlation of Working with Young Children ©2020 to Precision Exams Early Childhood Education I (323)</b>		
<b>STANDARD</b>		<b>CORRELATING PAGES</b>
<b>Standard 1: Students will identify and/or demonstrate developmentally appropriate practices (DAP).</b>		
Objective 1	Identify and/or demonstrate DAP activities for young children.	15–17
	<ul style="list-style-type: none"> <li>Define DAP (Characteristics: age and individual appropriateness, hands-on, concrete, real, relevant, uses all areas of development, multicultural, non-sexist).</li> </ul>	15–17
	<ul style="list-style-type: none"> <li>Types of learning and play: child-directed, teacher-directed, child-initiated.</li> </ul>	352–361
	<ul style="list-style-type: none"> <li>Active vs. passive learning.</li> </ul>	359–360
	<ul style="list-style-type: none"> <li>Effective transitions.</li> </ul>	345–349
	<ul style="list-style-type: none"> <li>DAP materials and activities for specific ages and areas of development [cognitive, social, emotional, moral, and physical (gross and fine motor)].</li> </ul>	352–647
	<ul style="list-style-type: none"> <li>Positive questioning techniques (open-ended questions)</li> </ul>	279, 418; 610
Objective 2	Identify and/or demonstrate positive guidance techniques for preschoolers.	276–319
	<ul style="list-style-type: none"> <li>Review common reasons for misbehavior (normal behavior, natural curiosity, don't know better, to get attention, for power, revenge, feeling inadequate and need to feel they belong).</li> </ul>	302–319
	<ul style="list-style-type: none"> <li>Positive guidance: natural consequences, logical consequences, positive statements, redirection, limited choices, time out, positive reinforcement, modeling, child-directed, and problem-solving.</li> </ul>	279–295; 604–605; 616–617
	<ul style="list-style-type: none"> <li>Identify and/or demonstrate the ability to maintain control in a large and small group setting.</li> </ul>	276–299; 320–331; 616–617
Objective 3	Incorporate observation techniques and guidelines while studying children and develop strategies to meet their needs	46–61
	<ul style="list-style-type: none"> <li>Purpose of observing children (formal &amp; informal assessments, curriculum planning,</li> </ul>	48–52; 60–61

	children's developmental stages).	
	• Objective/factual statements vs. subjective/interpretative statements.	52-61
Objective 4	Identify and/or implement appropriate environmental space arrangement.	156-181
	• Physical characteristics in a classroom (floor coverings, permanent fixtures, storage for materials, color and children's display and personal storage, child-size furniture).	156-181
	• Space arrangements (quiet, active, wet, dry, centers, group and individual space).	156-181
<b>Standard 2:</b>		
<b>Students will develop and/or implement age appropriate curriculum for young children.</b>		
Objective 1	Identify components of curriculum planning.	15-16; 352-357
	• Identify and/or demonstrate the responsibilities of the lead and support teacher.	14-25
	• Understand calendaring, daily scheduling, routines, learning centers, and group time.	15-16; 332-349
	• Components of a lesson plan: theme, objectives, concepts, procedures, and transitions.	352-357
Objective 2	Create DAP learning experiences for preschoolers.	15-16; 352-647
	• Language/literacy activities (fingerplays, stories, show and tell).	402-421
	• Math activities (sequence, sorting, classification, matching, seriation, manipulatives).	393-396
	• Creative arts activities (Four stages of art: 1) scribbling, 2) pre-schematic, 3) schematic, 4) realism).	378-401
	• Science and sensory activities.	378-401
	• Music and movement activities.	530-553
	• Social and emotional activities.	498-515
	• Dramatic play.	422-437
	• Food experiences.	516-529
	• Free play.	349; 370; 378-401
<b>Standard 3</b>		
<b>Students will identify and/or demonstrate how to maintain a healthy environment for young children.</b>		
Objective 1:	Identify and/or demonstrate how to maintain a secure and healthy environment for young children.	156-181

	• Safety guidelines.	204–225
	• Health and wellness (childhood illnesses, communicable disease, and basic first-aid: poisoning, cuts, bumps and bruises, and choking).	246–273
	• Emergency procedures (fire, earthquake, and intruders).	208–214; 224–225
	• Sanitation and hand-washing (20 seconds, upon arrival, before and after snack, prior to sensory, after restroom use).	257–258; 272–273
	• Identifying and reporting procedures for abuse and neglect.	215–220; 224–225
Objective 2	Describe the factors to consider in meeting the nutritional needs of young children.	226–245; 577–581
	• Healthy snacks and meals.	229–245; 577–581; 596–597
	• Food safety (allergies, use of gloves, follow food handling guidelines).	231–233; 240
<b>Standard 4</b> <b>Students will evaluate the quality of various early childhood programs and review applicable licensing rules.</b>		
Objective 1	Classify the types of child care programs by category.	26–45; 602–603; 616
	• Categories of child care: custodial, developmental, and comprehensive child care.	26–45
	• Pros, cons, and flexibility associated with various types of child care (hourly, Montessori, Head Start, preschool, onsite, home care, and by day care centers and laboratory schools).	9–12; 26–45
Objective 2	Identify current child care licensing rules.	37–45
	• Qualifications for directors, caregivers, and assistant caregivers.	10–11
	• Licensing rules (confidentiality issues, proof of immunizations).	11; 38; 41–45; 166; 601–602
<b>Standard 5</b> <b>Students will identify and/or demonstrate employment skills needed to work with young children.</b>		
Objective 1	Identify and/or demonstrate positive employment characteristics (punctuality, teamwork, problem solving, dependability, respect).	14–25; 694–697; 700–701
	• Identify components of a résumé.	679–682; 700–701
Objective 2	Identify and/or demonstrate effective communication skills (children, staff, parents,	592–595; 648–673



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	and employers).	
Objective 3	Identify the requirements and advantages for obtaining the Child Development Associate (CDA) credential.	12–14, 25