

Goodheart-Willcox Publisher
Correlation of
Child Development: Early Stage Through Age 12 ©2019
to Maryland Department of Education
Course: Child Development Grades 9-14



Standards		Correlating Textbook Pages
Career Exploration And Professional Practices		
Standard 1.1 : Explore Postsecondary Options		
1.1.1	Analyze career paths And opportunities for employment in early childhood education and related services	65, 759-762 Focus on Careers: 25, 27, 49, 67, 78, 97, 129, 141, 172, 182, 197, 232, 247, 296, 319, 343, 364, 411, 454, 487, 515, 546, 576, 599, 631, 672, 705, 725, 733, 752
1.1.2	Describe specific work environments, salaries, and benefits that provide services to children and families at each level of the career ladder	781-782 Focus on Careers: 25, 27, 49, 67, 78, 97, 129, 141, 172, 182, 197, 232, 247, 296, 319, 343, 364, 411, 454, 487, 515, 546, 576, 599, 631, 672, 705, 725, 733, 752
1.1.3	Explain the roles and functions of individuals engaged in early childhood education and services	754, 758-767 Focus on Careers: 25, 27, 49, 67, 78, 97, 129, 141, 172, 182, 197, 232, 247, 296, 319, 343, 364, 411, 454, 487, 515, 546, 576, 599, 631, 672, 705, 725, 733, 752
1.1.4	Examine entrepreneurial opportunities in early childhood education	762-763
1.1.5	Investigate financial aspects associated with entrepreneurial endeavors in early childhood education	762-763
1.1.6	Apply business management skills to planning businesses in early childhood education and services	769-774
Standard 1.2 : Explore The Profession Of Early Childhood Education And Related Services		
1.2.1	Explore career and technical student organizations associated with early childhood education	3, 111, 209, 301, 387, 493, 584, 755, 767, 772
1.2.2	Participate in student and/or professional organizations' functions	755, 767, 772
1.2.3	Compare professional early childhood education organizations and programs (e.g., community agencies, National Association for the Education of Young Children (NAEYC), American Association of Family and Consumer Sciences (AAFCS), professional journals, higher education	767, 773



Standards		Correlating Textbook Pages
	institutions, etc.)	
1.2.4	Use resources available from professional organizations and programs	755, 767, 772
1.2.5	Identify the personal qualities and abilities to be effective with children	769-775
Standard 1.3 : Adhere To Ethical Standards And Professional Guidelines		
1.3.1	Maintain confidentiality and impartiality	763
1.3.2	Integrate the NAEYC Code of Ethical Conduct for Early Care and Education into practice	767, 773
1.3.3	Analyze ethical dilemmas and determine appropriate courses of action	772-773
Standard 1.4 : Engage In Continuous, Collaborative Learning To Inform Practice		
1.4.1	Demonstrate enthusiasm, initiative, and commitment to program goals and improvements	762-767, 769-775
1.4.2	Facilitate and participate on collaborative teams	769-775
1.4.3	Foster effective relationships within collaborative teams	770-774
1.4.4	Research initial and ongoing requirements for professional development	767
1.4.5	Identify a variety of agencies and professionals available to young children and families	767 Focus on Careers: 25, 27, 49, 67, 78, 97, 129, 141, 172, 182, 197, 232, 247, 296, 319, 343, 364, 411, 454, 487, 515, 546, 576, 599, 631, 672, 705, 725, 733, 752
Standard 1.5 : Integrate Knowledge, Reflection, And Critical Analysis Regarding Early Education Practices		
1.5.1	Develop personal goals based on reflections of current practice with young children, families, and peers	750-757, 758-767
1.5.2	Investigate and work toward professional certification	758-767
1.5.3	Create a portfolio/resource binder for use in preparation for industry certification and future employment (e.g., Child Development Associate [CDA] assessment)	767, 779-780
Standard 1.6 : Engage In Informed Advocacy For Children And The Profession		
1.6.1	Examine the impact of early childhood education and services occupations on local, state, national, and global economies	728-729, 758-767



Standards		Correlating Textbook Pages
1.6.2	Summarize how local, state, and national legislation and public policy affect children, families, programs, and the early childhood professions	728-729, 735-738, 758-767
1.6.3	Discuss the significance of the early years and the value of quality early childhood education programs for the community	718-729
1.6.4	Inform the community about current research, trends, and evidence-based practices	726-727, 767
Promoting Child Development And Learning		
Standard 2.1 : Describe The Characteristics And Needs Of Young Children		
2.1.1	Explain developmental domains: cognitive, physical, language, social-emotional, and creative development	7, 220, 220-223, 261-263, 277-287, 311-313, 347-348, 371-372, 439-441, 472-473, 503-504, 539-541, 564-565, 570-571
2.1.2	Explain factors that impact children's ability to meet their biological developmental milestones (e.g., prematurity, gender, prenatal exposure to alcohol and drugs, maternal infections, and low birth weight)	8-13, 128-130, 131-135, 261-263, 347-348, 522-531
2.1.3	Explain factors that impact children's ability to meet their environmental developmental milestones (e.g., nutrition, prenatal care, maternal depression, poverty, lead exposure, parental substance abuse, child abuse and neglect, and mother's level of education)	8-13, 128-135, 311-318
2.1.4	Explain factors that impact children's ability to meet their medical developmental milestones (e.g., genetics, metabolic disorders, and sensory impairment)	261-266
2.1.5	Set goals for individual children based on their developmental level	334-338
2.1.6	Articulate possible limitations and adaptations for children with diverse abilities	682-685, 687-688, 693-695
2.1.7	Apply knowledge of developmental theories (e.g., Piaget, Erikson, Gardner, Maslow, and Vygotsky) to meet children's individual needs in the group setting	18-19, 250-252, 289-290, 334-338, 365, 423-428, 457, 463, 465, 525-531, 561-565
Standard 2.2 : Examine Multiple Influences On Development And Learning		



Standards		Correlating Textbook Pages
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2.2.2	Provide materials and activities that affirm and respect cultural, ethnic, and linguistic diversity	67-70, 739-742
2.2.3	Distinguish outside factors, including family dynamics, which may affect children's behavior, health, and welfare	8-13, 70-72
Standard 2.3 : Create Healthy, Respectful, Supportive, And Challenging Learning Environments		
2.3.1	Differentiate developmental differences and unique characteristics of children	277-287, 347-348
2.3.2	Apply developmentally appropriate guidance approaches that promote positive behaviors, problem solving, and self-control	363-371, 496-571, 522-552, 558-580
2.3.3	Plan experiences that address the needs of young children to promote growth and development within the developmental domains	277-287, 522-532, 614-616, 624-632
Building Family And Community Relationships		
Standard 3.1 : Recognize Family And Community Characteristics		
3.1.1	Recognize that diversity exists in language, culture, socio-economic level, special needs, faith traditions, family structure, and individual differences	67-68, 73-82, 536-537
3.1.2	Identify family expectations for the child	264-270, 349-356, 442-454, 542-552, 566
3.1.3	Implement practices which facilitate respect and acceptance of diverse families	67-70, 73-82, 739-743
Standard 3.2 : Support And Empower Families And Communities Through Respectful, Reciprocal Relationships		
3.2.1	Build partnerships with families through frequent, effective communication about their child's experiences and development	53-64, 101-106, 258-259, 734-738
3.2.2	Offer information and referrals to community resources based on family needs and interests	734-738
3.2.3	Plan an opportunity for family support and participation	734-738
3.2.4	Simulate parent conferences to collaborate with families to resolve problems and issues	734-738
Standard 3.3 : Involve Families And Communities In Children's Development And Learning		



Standards		Correlating Textbook Pages
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3.3.2	Invite family members to play an active role in their child's education	734-736
3.3.3	Utilize the community as a resource for children's learning and well-being (e.g., field trips and visitors)	659-660, 734-736, 739
Observation, Documentation, And Assessment		
Standard 4.1 : Evaluate The Goals, Benefits, And Uses Of Assessment		
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4.1.2	Explain the process of observation, documentation, and assessment for personnel	731-744
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4.1.4	Recognize that findings in child observation, documentation, and assessment assist in planning classroom curriculum	30, 731-744
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4.1.8	Analyze children's developmental progress and summarize developmental issues and concerns	27-30, 31-744
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4.2.4	Make decisions about appropriate assessment tools, observation, and	27-30, 31-744



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	documentation and gather samples of children's work to gain a well-rounded picture of individual children	
4.2.5	Maintain confidentiality between the program and the child's family	30, 773
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4.3.1	Seek guidance and support from other professionals as needed in documentation of observation and assessment	50-54
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Teaching And Learning		
Standard 5.1 : Utilize Positive Relationships And Supportive Interactions As The Foundation For Working With Young Children		
5.1.1	Develop supportive, responsive relationships among adults and children	559-571, 572-580
5.1.2	Create a supportive learning environment that promotes positive interaction and behaviors and minimizes risk of early childhood mental health issues	363-371, 374-383, 572-580
5.1.3	Interact positively with children in ways that are responsive, consistent, encouraging, and nurturing	363-371, 374-383, 572-580
Standard 5.2 : Formulate Effective Approaches, Strategies, And Tools For Early Education		
5.2.1	Engage in everyday conversations with children to promote their positive self-concept	363-371, 373-374, 572-580
5.2.2	Use strategies to assist children in learning to express emotions in positive ways, solve problems, and make decisions	334-338, 363-371, 374-383, 559-571
5.2.3	Assist children in separating from family and integrating into the classroom	572-580
5.2.4	Monitor and support children's engagement in routines, activities, and social interactions	559-571, 572-580
5.2.5	Select various teaching approaches along a continuum from child-initiated exploration to adult- directed activities, including modeling, to meet the individual needs of children	534-552, 572-580



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Standard 5.3 : Interpret Central Concepts, Inquiry Tools, And Structures Of Content Areas Or Academic Disciplines		
5.3.1	Analyze a variety of curricula and instructional models	572-580
5.3.2	Teach others about developmentally appropriate curricula and learning environments	534-552
5.3.3	Explore the Universal Design for Learning to create supportive learning environments	534-552, 558-570
5.3.4	Apply current research and effective practice regarding the use of technology in the classroom	550-551
5.3.5	Apply current research and effective practice on the enhancement technology brings to a classroom	550-551
Standard 5.4 : Integrate Resources To Design, Implement, And Evaluate Meaningful, Challenging Curriculum To Promote Positive Outcomes		
5.4.1	Establish activities, routines, and transitions	236, 543-544, 558-570, 630-632, 738-739
5.4.2	Observe children to make modifications and adaptations to support growth	27-30, 101-103
5.4.3	Select appropriate materials, activities, learning centers, and strategies in an integrated curriculum that includes language and early literacy, math, science, social studies, health, safety, nutrition, art, music, drama, and physical activity	533-541, 543-551, 588-594, 595-605, 596-606,
5.4.4	Provide an interesting and secure environment that encourages play, exploration, and learning while using space, relationships, materials, and routines as resources	596-606
5.4.5	Ensure that the environment facilitates learning for all children in each developmental domain: cognitive, physical, language, creative, and social-emotional	588-594, 596-606
Health, Nutrition, And Safety		
Standard 6.1 : Practice Sound Health Promotion And Nutrition		
6.1.1	Maintain a sanitary environment by following appropriate policies and procedures	409-410, 514
6.1.2	Recognize signs and symptoms of common childhood diseases	616-620
6.1.3	nose when coughing or sneezing)	409-412, 514, 613
6.1.4	Plan safe and healthy meals and snacks	315-319, 400-406, 506-511



Standards		Correlating Textbook Pages
	based on current nutrition guidelines	
6.1.5	Implement current policies and procedures related to food, nutrition, physical activity, and maintaining a healthy weight	315-319, 400-406, 506-511
6.1.6	Know individual children’s allergies and health conditions and monitor compliance with requirements indicated by parents or medical professionals	317, 633-642
Standard 6.2 : Implement A Broad Array Of Safety Measures		
6.2.1	Recognize signs and symptoms of child abuse and neglect and follow mandated reporting laws	662-674, 722
6.2.2	Describe the functions of regulatory agencies	25-26, 652, 662, 760-761
6.2.3	Demonstrate active supervision and interactions with children to ensure safety both indoors and outdoors and in all other places where children are in care (e.g., field trips and transportation)	613-622, 624-626, 627-628, 629-632
6.2.4	Teach simple safety precautions and rules to children and implement them consistently	613-622, 624-626, 627-628, 629-632
6.2.5	Evaluate materials, furniture, and equipment for assurance of a safe environment	613-622, 624-626, 627-628, 629-632
6.2.6	Practice emergency, safety, and security procedures	613-622, 624-632, 636-642