



# The Developing Child

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| <b>CHILD DEVELOPMENT</b>                              |   |
| <b>UNIT 1: CONSIDERATIONS FOR PARENTHOOD</b>          |   |
| <b>1. Discuss considerations before parenting.</b>    |   |
| a. Determine the importance of abstinence.            | <b>Student Edition:</b><br>62-63, 68 #7, 119<br><b>Teacher Wraparound Edition:</b><br>CT 62; P 62; SA 63                                      |
| b. List options for parenthood.                       | <b>Student Edition:</b><br>73-75, 120-121, 144 #5<br><b>Teacher Wraparound Edition:</b><br>CS 120; D 75; E 120; R 75; RC 120                  |
| <b>2. Analyze the importance of good parenting.</b>   |   |
| c. Determine reasons to plan before parenthood.       | <b>Student Edition:</b><br><i>Reading Check</i> 56<br><b>Teacher Wraparound Edition:</b><br>SL 47; WA 49                                      |
| d. Describe the importance of responsible parenthood. | <b>Student Edition:</b><br>51, 64<br><i>Looking at Real Life</i> 55<br><i>Reading Check</i> 56<br><b>Teacher Wraparound Edition:</b><br>OP 51 |

| STANDARDS  | PAGE REFERENCES   |
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| <b>UNIT 2: CHILD GROWTH AND DEVELOPMENT</b>  |   |
| <b>1. Examine responsibilities of good prenatal care.</b>  |   |
| a. Identify the physical changes which occur during pregnancy.   | <b>Student Edition:</b><br>112, 147, 150-151, 160 #4<br><b>Teacher Wraparound Edition:</b><br>E 151; P 55; RA 151; RC 150; SL 147   |
| b. Analyze the importance of good prenatal care for the mother and unborn child.                                 | <b>Student Edition:</b><br>130-132, 133-142, 144 #10, 152-156<br><b>Teacher Wraparound Edition:</b><br>CT 153; D 152; R 152; RA 155   |
| c. Discuss the costs associated with prenatal care.  | Costs associated with prenatal care can be discussed during class when covering the following prenatal tests.<br><b>Student Edition:</b><br>130-132<br><b>Teacher Wraparound Edition:</b><br>CT 130 |
| <b>2. Discuss the physical, emotional, social, and intellectual needs of the infant, from birth to one year.</b> |   |
| a. Demonstrate basic care of physical needs of infants.  | <b>Student Edition:</b><br>225-239<br><b>Teacher Wraparound Edition:</b><br>CF 226; CT 230; DB 226; HI 225; RC 226, 230, 232, 234; SL 225   |
| b. Explore interaction of social and emotional development of an infant.   | <b>Student Edition:</b><br>253-265<br><i>Playing With Babies</i> 213<br><i>The Developing Brain</i> 214<br><b>Teacher Wraparound Edition:</b><br>CS 256; CT 253; DB 212, 214, 257; E 255; RC 258    |
| c. Describe an intellectually stimulating environment which includes language and sensorimotor development.      | <b>Student Edition:</b><br>213-214, 270-274, 293-294<br><i>The Developing Brain</i> 289<br><b>Teacher Wraparound Edition:</b><br>CF 290; DB 212, 214, 289; MDN 213; RC 272                          |

| STANDARDS   | PAGE REFERENCES   |
|---|---|
| <b>3. Discuss meeting physical, emotional, social, and intellectual needs of children from one to three years of age.</b>   |   |
| a. Explain how parents and care givers can influence physical development to include nutrition, play experiences, and self-help skills.   | <b>Student Edition:</b><br>311-320, 323, 324-334<br><b>Teacher Wraparound Edition:</b><br>CF 315; CT 319; E 320; OP 318; PA 317; RC 312, 316, 324; SL 321 |
| b. Explore the ways social and emotional needs interact in development.   | <b>Student Edition:</b><br>343-360, 361-376<br><b>Teacher Wraparound Edition:</b><br>CT 357; E 349; MS 349; RA 346; RC 348, 349, 350, 352; SL 343         |
| c. Explain how parents and care givers can influence stages of intellectual development through methods of learning to include incidental learning, trial and error, and imitation. | <b>Student Edition:</b><br>381-391, 392-402<br><b>Teacher Wraparound Edition:</b><br>E 388; LS 383; P 387; RC 382, 386, 390, 396; SL 381                  |
| <b>UNIT 3: BEHAVIOR GUIDANCE FOR CHILDREN</b>   |   |
| <b>1. Analyze strategies for managing behavior.</b>   |   |
| a. Discuss guidance and strategies for managing behavior.   | <b>Student Edition:</b><br>88-92, 93-98<br><b>Teacher Wraparound Edition:</b><br>E 92; MS 91, 96; PSS 88; RC 90   |
| b. Recommend appropriate methods for guiding children's behavior such as positive reinforcement, praise, modeling, setting limits, etc.   | <b>Student Edition:</b><br>90-92<br><b>Teacher Wraparound Edition:</b><br>A 88; E 92; ETC 90; LS 89; MS 96; PA 88, 95; PMS 91; RC 90, 92                  |
| <b>2. Demonstrate effective ways of dealing with misbehavior.</b>   |   |
| a. Discuss reasons for misbehavior in children.   | <b>Student Edition:</b><br>93, 356, 374, 651-652<br><b>Teacher Wraparound Edition:</b><br>CS 345; D 441; OP 356; RC 352, 356, 651                         |
| b. Demonstrate how to handle common child misbehavior such as temper tantrums, separation anxiety, sibling conflicts, aggression, etc.  | <b>Student Edition:</b><br>345, 351-353, 374, 435, 441-442<br><b>Teacher Wraparound Edition:</b><br>CT 345, 353; OP 356; PA 353; RC 352                   |

| STANDARDS  | PAGE REFERENCES   |
|--|---|
| <b>UNIT 4: CHILDREN WITH SPECIAL CHALLENGES</b>  |   |
| <b>1. Determine ways to meet the needs of an exceptional child.</b>  |   |
| a. Describe the needs of children with physical, mental, and emotional disabilities.   | <b>Student Edition:</b><br>608-612, 616 #2-#4, 625 #3<br><b>Teacher Wraparound Edition:</b><br>OP 612; PSS 609; R 616; RC 610, 612; SL 608                  |
| b. Explain how parents and other care givers can assist and encourage disabled children.   | <b>Student Edition:</b><br>612-613, 614-616<br><b>Teacher Wraparound Edition:</b><br>CS 615; CT 613; D 614; ETC 610; OP 612; P 615; PA 613; RC 612          |
| <b>2. Examine types of child abuse.</b>  |   |
| a. Identify types of child abuse and neglect.  | <b>Student Edition:</b><br>617-618, 624 #7<br><b>Teacher Wraparound Edition:</b><br>LS 618  |
| b. Summarize factors which may cause and prevent child abuse.  | <b>Student Edition:</b><br>619-620<br><b>Teacher Wraparound Edition:</b><br>CS 621; CT 617, 619; RC 618   |
| c. Discuss child abuse intervention procedures.  | <b>Student Edition:</b><br>620-622<br><b>Teacher Wraparound Edition:</b><br>CS 621; E 622; MS 620; R 622; RA 621; RC 620                                    |
| <b>3. Analyze methods of dealing with crises affecting parent-child relationships such as divorce, moving, death, and family crises.</b> |   |
| a. Construct guidelines for helping children cope with divorce.  | <b>Student Edition:</b><br>601, 603, 624 #2, 625 #1<br><b>Teacher Wraparound Edition:</b><br>CS 601; CT 603; D 601; MP 603; MS 603; RC 600; SSA 601; WA 602 |
| b. Construct guidelines for helping children cope with moving.   | <b>Student Edition:</b><br>599, 600, 607 #1, 625 #1<br><b>Teacher Wraparound Edition:</b><br>MA 601, PA 600   |

| STANDARDS  | PAGE REFERENCES  |
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| c. Construct guidelines for helping children cope with death.  | <b>Student Edition:</b><br>604-607, 624 #4, 625 #1<br><b>Teacher Wraparound Edition:</b><br>CT 605; ETC 605; PA 604; RA 605; RC 604, 606; SSA 605  |
| d. Construct guidelines for helping children cope with family crises to include illness, loss of job, debts, substance abuse, etc.   | <b>Student Edition:</b><br>601, 602-603, 604, 607 #5, 625 31<br><b>Teacher Wraparound Edition:</b><br>CS 601; PSS 602; SA 602                      |
| <b>UNIT 5: CAREER OPPORTUNITIES IN CHILD DEVELOPMENT</b>   |  |
| <b>1. Discuss professional organization credentialing and state licensure.</b>   |  |
| a. Identify professional organizations in the child care industry.   | <b>Student Edition:</b><br>630, 632, 638, 655 #1<br><b>Teacher Wraparound Edition:</b><br>CF 630; E 631; HS 632                                    |
| b. Discuss credentials required for positions in the child care industry.  | <b>Student Edition:</b><br>653, 657-661, 681<br><b>Teacher Wraparound Edition:</b><br>AL 653; CR 653; IF 653; PSS 661                              |
| c. Identify licensure requirements for Mississippi.  | General licensure information for all states, including Mississippi, can be found:<br><b>Student Edition:</b><br>629-634<br><i>Figure 22-3 630</i> |
| <b>2. Explore career and job opportunities in the field of child development.</b>  |  |
| a. Identify competencies needed by care giver personnel to include positive work habits and attitudes, good management skills, good communication skills, leadership skills, ethical behavior, and emotional maturity. | <b>Student Edition:</b><br>635-637, 653, 657-658<br><b>Teacher Wraparound Edition:</b><br>E 638; HN 628; RC 636                                    |
| b. Describe how student leadership activities relate to careers.   | <b>Student Edition:</b><br>668-669<br><b>Teacher Wraparound Edition:</b><br>MS 660   |