



The Developing Child

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STANDARDS

PAGE REFERENCES

Standard 2 Build Relationships

Students can develop personal assets that make them caring, healthy and responsible people. They can learn techniques to resist unhealthy influences; observe the impact of technology on relationships; respond to conflict without hostile intent; establish boundaries; respect diversity; resolve conflicts peacefully; and show concern for individuals, family and community. These assets contribute to building healthy families; interactions with their peers and adults; establishing friendships; preparing for marriage; and building relationships that make a productive workplace.

STANDARDS	PAGE REFERENCES
Introductory Benchmark: Build Relationships	
Introductory Benchmark A: Identify the role of academic achievement in transitions. Descriptor:	
<ol style="list-style-type: none"> 1. Identify qualities and skills to build and maintain friendships. 2. Identify relationship behaviors and factors that lead to long-term relationships. 3. Identify various stereotypes and understand how they affect interpersonal relationships. 4. Apply conflict resolution skills that lead to building healthy relationships, such as communication skills and problem solving skills. 5. Recognize how technological advances impact individual and group relationships through: <ol style="list-style-type: none"> a. Safe use of technology (e.g., on cell phones, e-mail, Web pages, chat rooms); b. Risky Internet behaviors. 6. Apply effective communication skills to build healthy relationships pertaining to: <ol style="list-style-type: none"> a. Trust and self-disclosure; b. Message sending and receiving; c. Verbal and non-verbal communication; d. Technology in relationships; e. Communication across cultures. 	<p>Student Edition: 57-67, 482-483, 485-489, 533-538 <i>Figure 3.1</i> 64-65 <i>Photo</i> 59, 61, 62, 63, 66, 482, 536 <i>Safe Child Healthy Child</i> 488, 506 <i>Science in Action</i> 66</p> <p>Teacher Wraparound Edition: C 67, 489; RS 482, 534; UA 483, 537</p>
Introductory Benchmark B: Develop coping and personal resilience skills. Descriptor:	
<ol style="list-style-type: none"> 1. Explain how positive and negative attitudes influence behavior. 2. Identify skills to resist peer influence. 	<p>Student Edition: 482-489, 533-538 <i>Learning Through Play</i> 483 <i>Parenting Skills</i> 487 <i>Photo</i> 486 <i>What Would You Do?</i> 486</p> <p>Teacher Wraparound Edition: C 489; SP 484; UA 486; WS 483, 533</p>

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<p>Introductory Benchmark C: Recognize personal assets that demonstrate healthy, caring and responsible citizenship.</p> <p>Descriptor:</p>	
<ol style="list-style-type: none"> 1. Identify assets that provide for growing up healthy, caring and responsible including: <ol style="list-style-type: none"> a. External assets (e.g., support, empowerment, boundaries and expectations, constructive use of time, service learning); b. Internal assets (e.g., commitment to learning, positive values, social competencies, positive identity). 2. Identify strategies to resist peer pressure. 	<p>Student Edition: 34, 58-61, 488-489, 528-538, 634 <i>Expert Advice</i> 60 <i>Parenting Skills</i> 34, 532 <i>Photo</i> 528, 535, 634 <i>Safe Child Healthy Child</i> 506</p> <p>Teacher Wraparound Edition: C 538; CT 61, 529; DS 528; SP 506; UA 34, 529, 534; WS 488, 528, 529, 533</p>
<p>Intermediate Benchmark: Build Relationships</p> <p>Intermediate Benchmark A: Appraise methods that build and maintain healthy interpersonal relationships.</p> <p>Descriptor:</p>	
<ol style="list-style-type: none"> 1. Determine qualities and skills to build and maintain friendships. 2. Analyze relationship behaviors and factors that lead to long-term relationships (e.g., openness to change). 3. Relate relationship behaviors and factors that reduce risks of negative life outcomes. 4. Compare physical, emotional, and intellectual responses in healthy and unhealthy relationships. 5. Investigate the decisions and responsibilities associated with sexual relationships. 6. Illustrate diverse perspectives, needs, characteristics of individuals and families/households. 7. Identify conflict resolution skills needed for building healthy relationships in large and small groups. 8. Identify the elements of sexual harassment and associated behaviors from various points of view (e.g., harasser, victim, bystander). 9. Identify the impact that advances in technology have on individual and family relationships. 10. Apply effective communication skills to build healthy relationships pertaining to: <ol style="list-style-type: none"> a. Trust and self-disclosure; b. Message sending and receiving; c. Verbal and non-verbal communication; d. Technology in relationships; e. Communication across cultures. 	<p>Student Edition: 44-48, 50, 67, 240, 245, 419, 482-489, 536-538, 591-595 <i>Figure 2.2</i> 46 <i>Parenting Skills</i> 487 <i>Photo</i> 48, 66, 484 <i>Reading Check</i> 45, 48, 485 <i>Science in Action</i> 66</p> <p>Teacher Wraparound Edition: C 50, 489; CT 45, 419; RS 48, 419, 482; SP 46, 484; UA 45; WS 594</p>

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<p>Intermediate Benchmark B: Examine the impact of coping and personal resilience skills. Descriptor:</p>	
<ol style="list-style-type: none"> 1. Apply skills for coping with the loss of a relationship including how to: <ol style="list-style-type: none"> a. Recognize/identify feelings of loss as normal; b. Emphasize positive aspects of life; c. Identify support resources for dealing with loss. 2. Apply skills for coping with changes and stressors in personal and group relationships including: <ol style="list-style-type: none"> a. Normative stressors versus crises-producing events; b. Effective communication skills; c. Support systems. 	<p>Student Edition: 531-532, 573-580 <i>Figure 21.1</i> 574 <i>Figure 21.2</i> 577 <i>Parenting Skills</i> 532 <i>Photo</i> 576, 578 <i>Safe Child Healthy Child</i> 575</p> <p>Teacher Wraparound Edition: A 577; C 580; CT 576, 578; DS 573; RS 579; UA 576, 579; WS 578</p>
<p>Intermediate Benchmark C: Develop personal assets that demonstrate healthy, caring and responsible citizenship. Descriptor:</p>	
<ol style="list-style-type: none"> 1. Understand the impact of peer pressure. 2. Explore assets that provide for growing up healthy, caring, and responsible including: <ol style="list-style-type: none"> a. External assets (e.g., support, empowerment, boundaries and expectations, constructive use of time, service learning); b. Internal assets (e.g., commitment to learning positive values, social competencies, positive identity) 	<p>Student Edition: 34, 58-61, 488-489, 528-538, 634 <i>Parenting Skills</i> 34, 532 <i>Photo</i> 528, 535, 634 <i>Safe Child Healthy Child</i> 506</p> <p>Teacher Wraparound Edition: CT 61, 529; DS 528; SP 506; UA 34, 529, 534; WS 488, 528, 529, 533</p>

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<p>Standard 7: Manage a Life Plan</p> <p>Students will integrate management principles that will lead to more productive and meaningful lives. Goal setting, planning and time management skills will be applied in reference to the family and workplace. Students will develop an understanding of the causes and implications of all types of stress and will build their capacity to address stress and cope with change. Students will develop and extend their thinking on the changes in gender roles and responsibilities and their impact on the home and work. Students will learn the importance of accepting responsibility for the management of personal, family and environmental resources.</p>	
<p>Introductory Benchmark: Manage a Life Plan</p>	
<p>Introductory Benchmark A: Recognize values and resources that support goals.</p> <p>Descriptor:</p>	
<ol style="list-style-type: none"> 1. Identify short-term, goal-setting processes related to interpersonal relationships, academics, money, health, and community involvement. 2. Identify long-term, goal-setting processes related to interpersonal relationships, academics, money, health, and community involvement. 3. Define values that impact goal setting (e.g., aesthetic, health, safety, intellectual, economic, prudential, ethical, environmental). 4. Identify resources related to current goals including: <ol style="list-style-type: none"> a. Skills (e.g., interpersonal, technology, energy, talents); b. Education (e.g., teachers, books, school, information services); c. Community (e.g., support services, family, professionals); d. Financial (e.g., saving, spending, gifting). 	<p>Student Edition: 36-37 <i>Math in Action</i> 36</p> <p>Teacher Wraparound Edition: SP 36</p>
<p>Introductory Benchmark B: Identify time management strategies related to personal, educational, and family goals.</p> <p>Descriptor:</p>	
<ol style="list-style-type: none"> 1. Identify time management techniques that help meet goals (e.g., setting priorities, using schedules and planners, avoiding procrastination, multi-tasking). 2. Recognize self-management as essential to time management. 3. Describe barriers that prevent or interfere with time management (e.g., procrastination). 	<p>Student Edition: 36-37</p> <p>Teacher Wraparound Edition: SP 36</p>

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<p>Introductory Benchmark C: Recognize methods to reduce and manage stress. Descriptor:</p>	
<ol style="list-style-type: none"> 1. Describe the impact of internal and external stressors. 2. Identify positive steps to reduce stress including: <ol style="list-style-type: none"> a. Describe healthy and unhealthy ways to deal with stress; b. Identify how to build self-worth and self-efficacy to reduce stress; c. Identify strategies for coping with change that can cause stress. 3. Recognize support services available for coping with stress (e.g., professionals, family, government and community agencies, school personnel). 	<p>Student Edition: 531-532, 573-580 <i>Figure 21.1</i> 574 <i>Figure 21.2</i> 577 <i>Parenting Skills</i> 532 <i>Photo</i> 576, 578 <i>Safe Child Healthy Child</i> 575</p> <p>Teacher Wraparound Edition: A 577; C 580; CT 576, 578; DS 573; RS 579; UA 576, 579; WS 598</p>
<p>Introductory Benchmark D: Identify daily life practices, routines and procedures that sustain the environment. Descriptor:</p>	
<ol style="list-style-type: none"> 1. Define how to reduce, reuse, recycle, and conserve resources by naming: <ol style="list-style-type: none"> a. Materials to recycle; b. Methods to reduce goods and services; c. Goods whose re-use benefits the environment. 2. Identify role of resource conservation in choosing goods and services to meet daily needs. 3. Define natural resources and ways to conserve them in daily life practices. 	<p>This objective can be met through classroom discussion of the importance of conserving resources.</p>

STANDARDS	PAGE REFERENCES
<p>Introductory Benchmark E: Define decision-making process. Descriptor:</p>	
<ol style="list-style-type: none"> 1. Recognize decision-making skills needed to achieve goals namely: <ol style="list-style-type: none"> a. Define rational and irrational decision-making behaviors; b. Recognize different individual perspectives related to decision-making; c. Recognize consequences of decision actions. 2. Outline steps to decision making process namely: <ol style="list-style-type: none"> a. Define problem and its context; b. Name alternatives and consequences; c. Choose best alternative based on workable, valued ends; d. Identify plan to carry out decision; e. Discuss intended and unintended outcomes. 3. Explore reliable resources to assist in decision making. 	<p>This objective can be met through classroom discussion of the decision-making process.</p>
<p>Introductory Benchmark F: Apply skills for resisting peer pressure and to resolve conflict in interpersonal, educational and workplace relationships. Descriptor:</p>	
<ol style="list-style-type: none"> 1. Define pressures related to resisting adolescent peer pressure. 2. Identify support systems available for resisting peer pressure and resolving conflict. 3. Describe how self-worth, self-confidence, and self-efficacy assist in resisting unproductive peer pressure. 4. Define conflict resolution skills related to: <ol style="list-style-type: none"> a. Negotiable and non-negotiable areas of conflict; b. Appropriate ways to express anger in interpersonal conflicts; c. Limits and boundaries for respecting and protecting self and others. 	<p>Student Edition: 61, 419, 484-485, 488-489, 536-537 <i>Photo</i> 419 <i>Reading Check</i> 485 Teacher Wraparound Edition: C 489; CT 419; RS 419; UA 61</p>

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<p>Introductory Benchmark G: Define multicultural awareness in interpersonal, educational and workplace relationships.</p> <p>Descriptor:</p>	
<ol style="list-style-type: none"> 1. Identify effects of multi-cultural issues (e.g., stereotypes, prejudices, discrimination, bias, hate, racism, sexism). 2. Recognize educational and workplace miscommunication based on differences in: <ol style="list-style-type: none"> a. Verbal and nonverbal gestures and behaviors; b. Language; c. Clothing; d. Religious practice; e. Gender; f. Values; g. Beliefs. 3. Describe components of culture (e.g., family systems, religious beliefs, food, clothing, housing, customs, traditions, holidays). 	<p>Student Edition: 44, 57-67, 428 <i>Culture Matters</i> 39, 96, 131, 170, 240, 299, 369, 411, 461, 498, 559, 618, 632 <i>Figure 3.1</i> 64-65 <i>Photo</i> 60 <i>Reading Check</i> 44</p> <p>Teacher Wraparound Edition: C 67; CT 63; DS 57; RS 64; UA 44, 57, 60; WS 60</p>
<p>Introductory Benchmark H: Describe friend and family systems that support and sustain a productive and meaningful life.</p> <p>Descriptor:</p>	
<ol style="list-style-type: none"> 1. Explain effective techniques for building positive, supportive personal relationships. 2. Describe qualities of healthy relationships. 	<p>Student Edition: 416, 485-489, 536-537 <i>Photo</i> 484 <i>Reading Check</i> 416</p> <p>Teacher Wraparound Edition: A 485; C 489; CT 537</p>

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Intermediate Benchmark: Manage a Life Plan	
Intermediate Benchmark A: Examine values and resources that support lifestyle goals. Descriptor:	
<ol style="list-style-type: none"> 1. Examine goal-setting processes to meet interpersonal, academic, financial, health and community needs by identifying: <ol style="list-style-type: none"> a. Processes in setting short- and long-term goals; b. Standards or characteristics of measurable goals. 2. Consider values in goal setting and resolving value conflicts. 3. Create plans that use resources in reaching lifestyle goals including <ol style="list-style-type: none"> a. Skills (e.g., interpersonal, technological, energy, talents); b. Education (e.g., teachers, books, school, information services); c. Community (e.g., support services, family, professionals); d. Financial (e.g., banking services to manage money). 	<p>Student Edition: 36-37 <i>Math in Action</i> 36 <i>Photo</i> 37</p> <p>Teacher Wraparound Edition: SP 36</p>
Intermediate Benchmark B: Explore time management strategies related to educational, work and family goals. Descriptor:	
<ol style="list-style-type: none"> 1. Explore time management techniques that meet educational, work and family goals. 2. Differentiate discretionary and non-discretionary time use. 3. Examine how time use meets personal and academic goals. 4. Implement self-management as essential to time management. 	<p>Student Edition: 36-37</p> <p>Teacher Wraparound Edition: SP 36</p>
Intermediate Benchmark C: Develop plans to reduce and manage stress. Descriptor:	
<ol style="list-style-type: none"> 1. Interpret factors that contribute to stress. 2. Differentiate between internal and external stressors. 3. Illustrate steps to reduce stress including: <ol style="list-style-type: none"> a. Compare healthy and unhealthy ways to deal with stress; b. Compare strategies for coping with change. 4. Consider plans for coping with stress (e.g., support services, professionals, family, community, school personnel). 	<p>Student Edition: 573-580 <i>Expert Advice</i> 578 <i>Figure 21.1</i> 574 <i>Figure 21.2</i> 577 <i>Photo</i> 573, 576 <i>Safe Child Healthy Child</i> 575</p> <p>Teacher Wraparound Edition: A 577; C 580; CT 576; DS 573; SP 575; UA 576</p>

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<p>Intermediate Benchmark D: Apply environmentally sustaining practices in school, home, work and community. Descriptor:</p>	
<ol style="list-style-type: none"> 1. Select behaviors that encourage the sustainability of natural resources. <ol style="list-style-type: none"> a. Explore plans to reduce, reuse, and recycle goods and services; b. Illustrate plans to protect natural resources. 2. Describe environmental-related career opportunities (e.g., environmental engineer, horticulturalist, Environmental Protection Agency [EPA] specialist, park ranger). 	<p>This objective can be met through classroom discussions and activities focused on the importance of conserving resources.</p>
<p>Intermediate Benchmark E: Apply decision-making skills to educational, work and interpersonal problems. Descriptor:</p>	
<ol style="list-style-type: none"> 1. Apply decision-making process steps namely: <ol style="list-style-type: none"> a. Define problem and its context; b. Name alternatives and consequences; c. Explore best alternative based on workable, valued ends; d. Outline plan to carry out decision; e. Examine intended and unintended outcomes. 2. Define critical thinking skills related to practical reasoning and decision making. 3. Examine reliable resources for decision making. 4. Define ethical principles, value judgments, and moral reasoning related to decision making. 5. Implement decision-making process for educational, workplace, and interpersonal problems. 	<p>This objective can be met through classroom discussions and activities focused of the decision-making process.</p>

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<p>Intermediate Benchmark F: Utilize skills for resisting peer pressure and resolve conflict in interpersonal, educational and workplace relationships.</p> <p>Descriptor:</p>	
<ol style="list-style-type: none"> 1. Explain stages and pressures of adolescent development related to resisting unproductive peer pressure. 2. Explain how personal skills, support systems, and adult mentors assist in resisting negative peer pressure and resolving conflict. 3. Explain self-worth, self-confidence and self-efficacy related to resisting negative peer pressure. 4. Illustrate conflict resolution skills namely: <ol style="list-style-type: none"> a. Appraise negotiable and non negotiable conflicts; b. Model appropriate ways to express anger in interpersonal conflicts; c. Examine productive and unproductive responses to conflict. 	<p>Student Edition: 484-485, 488-489, 536-537 <i>Reading Check</i> 485 <i>Safe Child Healthy Child</i> 506 <i>What Would You Do?</i> 486</p> <p>Teacher Wraparound Edition: SP 484; WS 536</p>
<p>Intermediate Benchmark G: Expand multi-cultural awareness in interpersonal, education and workplace relationships.</p>	
<ol style="list-style-type: none"> 1. Describe effects of stereotypes, prejudices, discrimination, bias, hate, racism and sexism. 2. Interpret educational and workplace miscommunication based on differences in: <ol style="list-style-type: none"> a. Verbal and nonverbal gestures and behaviors; b. Language; c. Clothing; d. Religious practice; e. Gender; f. Values; g. Beliefs. 3. Explore components of culture (e.g., family systems, religious beliefs, food, clothing, housing, customs, traditions, holidays). 4. Recognize characteristics of diversity in educational, community, and workplace settings. 5. Contrast components of differing cultural backgrounds and experiences. 	<p>Student Edition: 44, 57-67, 428 <i>Culture Matters</i> 39, 96, 131, 170, 240, 299, 369, 411, 461, 498, 559, 618, 632 <i>Figure 3.1</i> 64-65 <i>Reading Check</i> 44 <i>Photo</i> 60</p> <p>Teacher Wraparound Edition: C 67; CT 63; DS 57; RS 64; SP 59; UA 44, 57, 60; WS 60</p>

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<p>Intermediate Benchmark H: Recognize friend, family and community systems that sustain productive, meaningful lifestyles. Descriptor:</p>	
<ol style="list-style-type: none"> 1. Employ effective techniques for building positive, supportive personal and group relationships. 2. Describe qualities of healthy long-term mate relationships to build strong families. 	<p>Student Edition: 57-67, 485-487 <i>Figure 3.1</i> 64-65 <i>Parenting Skills</i> 487 <i>Photo</i> 60, 61, 63, 93 <i>Reading Check</i> 62 Teacher Wraparound Edition: C 67; DS 57; UA 57</p>
<p>Advanced Benchmark: Manage a Life Plan</p>	
<p>Advanced Benchmark A: Assess values and resources that support lifestyle goals. Descriptor:</p>	
<ol style="list-style-type: none"> 1. Compare how short- and long-term goals meet interpersonal, recreational, academic, financial, health, and community needs. 2. Demonstrate importance of values in goal-setting process. 3. Prioritize resources in reaching lifestyle goals including: <ol style="list-style-type: none"> a. Skills (e.g., interpersonal, technological, energy, talents); b. Education (e.g., teachers, books, school, information services); c. Community (e.g., support services, family, professionals); d. Financial (e.g., banking, investing for future). 	<p>Student Edition: 36-37 <i>Math in Action</i> 36 Teacher Wraparound Edition: SP 36</p>
<p>Advanced Benchmark B: Evaluate effectiveness of time management plans related to educational, work and family goals. Descriptor:</p>	
<ol style="list-style-type: none"> 1. Identify time management strategies that meet personal, educational, work, and family goals. 2. Evaluate time management techniques to balance personal, work, family, and educational goals. 3. Reflect on techniques used by self and others to meet goals. 4. Evaluate time management plans to meet personal, work, family, and educational goals. 	<p>Student Edition: 36-37 <i>Photo</i> 37 Teacher Wraparound Edition: SP 36</p>

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<p>Advanced Benchmark C: Recommend plans for reducing and managing stress. Descriptor:</p>	
<ol style="list-style-type: none"> 1. Choose appropriate stress management techniques. 2. Evaluate plans for reducing stress including; <ol style="list-style-type: none"> a. Strategies to manage stress; b. Strategies for coping with change; c. Techniques to reduce stress; 3. Recommend private, government and community support services available for coping with stress. 	<p>Student Edition: 573-580 <i>Figure 21.2 577</i> <i>Photo 573</i> <i>Safe Child Healthy Child 575</i> Teacher Wraparound Edition: CT 576; DS 573; SP 575</p>
<p>Advanced Benchmark D: Assess practices that sustain environment. Descriptor:</p>	
<ol style="list-style-type: none"> 1. Analyze data on how human actions are detrimental to the environment. 2. Evaluate present data and predict future methods of sustaining the environment. 3. Gather and analyze data to justify reducing, reusing, and recycling. 4. Develop environment-sustaining practices for school, home, workplace, neighborhood, and larger community. 5. Maintain environment-sustaining practices. 6. Promote future environment-sustaining practices. 	<p>This objective can be met through classroom discussions, activities, and assignments involving environmental issues.</p>
<p>Advanced Benchmark E: Choose decision-making skills to solve individual, family, group, school and workplace problems. Descriptor:</p>	
<ol style="list-style-type: none"> 1. Apply decision-making process steps namely: <ol style="list-style-type: none"> a. Define problem and its context; b. Name alternatives and consequences; c. Explore best alternative based on workable, valued ends; d. Outline plan to carry out decision; e. Examine intended and unintended outcomes. 2. Evaluate critical thinking skills in decision-making process. 3. Critique ethical principles to guide decision making. 4. Evaluate the decision-making process for personal, educational, workplace and family problems that emerge and re-emerge over time. 	<p>Student Edition: 36-37 Teacher Wraparound Edition: RS 37</p>

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<p>Advanced Benchmark F: Recommend skills for resisting peer pressure and resolving conflict in interpersonal, educational and workplace relationships.</p> <p>Descriptor:</p>	
<ol style="list-style-type: none"> 1. Assess peer pressure experienced at various developmental stages in school, workplace, personal relationships, and community. 2. Recommend support systems that help resist negative peer pressures and conflict. 3. Critique skills for resisting negative peer pressures (e.g., self-worth, self-efficacy, self actualization, ethical thinking, and advocacy of self and others). 4. Justify conflict resolution skills including: <ol style="list-style-type: none"> a. Negotiable and non-negotiable conflicts; b. Methods to express anger in interpersonal conflicts. c. Responses to conflict. 	<p>Student Edition: 484-489, 536-537 <i>Parenting Skills</i> 487 <i>Reading Check</i> 485 <i>Safe Child Healthy Child</i> 506 <i>What Would You Do?</i> 486</p> <p>Teacher Wraparound Edition: C 489; CT 537; RS 487; SP 484</p>

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<p>Advanced Benchmark G: Justify the value of multicultural awareness in interpersonal, educational and workplace relationships.</p> <p>Descriptor:</p>	
<ol style="list-style-type: none"> 1. Critique effects of stereotypes, prejudice, discrimination, hate, racism, and sexism. 2. Recommend strategies for correcting miscommunications arising from cultural differences. 3. Design processes to inform others how cultural differences impact school and workplace relationships. 4. Champion diversity in educational, community, and workplace settings. 5. Contrast components of differing cultural backgrounds and experiences. 6. Assess diverse cultural components (e.g., family systems, religious beliefs, gender expectations, food, clothing, housing, customs, traditions, holidays). 	<p>Student Edition: 58-61, 428 <i>Culture Matters</i> 39, 96, 131, 170, 240, 299, 369, 411, 461, 498, 559, 618, 632 <i>Photo</i> 60</p> <p>Teacher Wraparound Edition: SP 59; UA 60; WS 60</p>
<p>Advanced Benchmark H: Evaluate friend, family and community systems that support and sustain a productive, meaningful lifestyle.</p> <p>Descriptor:</p>	
<ol style="list-style-type: none"> 1. Assess effective techniques for building positive, supportive personal and group relationships. 2. Identify qualities of healthy long-term mate relationships to build strong families. 	<p>Student Edition: 57-67, 485-487 <i>Figure 3.1</i> 64-65 <i>Parenting Skills</i> 487 <i>Photo</i> 60, 61, 63, 93 <i>Reading Check</i> 62</p> <p>Teacher Wraparound Edition: C 67; DS 57; UA 57</p>

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<p>Standard 9: Nurture and Care for Children</p> <p>Students will discover the needs of infants and young children and how parents and childcare providers can meet those needs for healthy growth and development. Students will recognize the factors that impinge on parents. Students are able to recognize differences in individuals, cultures, circumstances, and growth and development rates to meet the needs of growing children. Childcare providers will meet the needs of children by recognizing standards set for childcare that is most likely to meet the healthy growth and development of children.</p>	
<p>Advanced Benchmark: Nurture and Care for Children</p>	
<p>Advanced Benchmark A: Associate attributes and skills needed to assume the parenting role with healthy adult characteristics.</p>	
<p>Descriptor:</p>	
<ol style="list-style-type: none"> 1. Assess adult readiness for assuming parenting roles according to: <ol style="list-style-type: none"> a. Self and family goal-setting; b. Marital relationships; c. Ability to manage finances; d. Career development; e. Age and maturity; f. Health; g. Lifelong commitment. 2. Analyze parenting strategies that result in healthy, productive children namely: <ol style="list-style-type: none"> a. Examine children’s physical, intellectual, emotional, moral, and social needs; b. Ability to manage schedules; c. Ability to manage personal and financial resources; d. Problem-solving skills. 3. Differentiate how diverse parenting styles (e.g., authoritarian, democratic, permissive) impact child growth and development. 4. Examine interpersonal communication skills among children and adults including: <ol style="list-style-type: none"> a. Roadblocks of communication; b. Active listening; c. Conflict resolution; d. Recognition of feelings; e. Expression of feelings; f. Non-verbal messages and cues; g. Providing feedback. 5. Evaluate how resources, skills, roles, and responsibilities change for self as children are added. 6. Evaluate how resources, skills, roles, and responsibilities change for families as children are added. 7. Evaluate how resources, skills, roles, and responsibilities change for communities and the workplace as children are added. 	<p>Student Edition:</p> <p>33-41, 57-67, 69-81, 144-152</p> <p><i>Figure 2.1</i> 38</p> <p><i>Figure 3.1</i> 64-65</p> <p><i>Learning Through Play</i> 58</p> <p><i>Math in Action</i> 36, 150</p> <p><i>Parenting Skills</i> 145</p> <p><i>Photo</i> 37, 74, 75, 151</p> <p><i>Reading Check</i> 73</p> <p>Teacher Wraparound Edition:</p> <p>C 67, 81, 152; CT 35; DS 33, 144; RS 33, 34, 64, 150; SP 36; UA 35, 72, 145; WS 38, 144, 145</p>

STANDARDS	PAGE REFERENCES
<p>Advanced Benchmark B: Evaluate skills for building healthy families where children thrive. Descriptor:</p>	
<ol style="list-style-type: none"> 1. Describe functions and characteristics of strong families. 2. Develop steps for making family decisions that best support family and others namely: <ol style="list-style-type: none"> a. Define problem and its context; b. Name alternatives and consequences; c. Choose best alternative based on workable, valued ends; d. Identify plan to carry out decision; e. Discuss intended and unintended outcomes. 3. Examine how individual and family issues impact nurturing of infants, children, and adolescents including: <ol style="list-style-type: none"> a. Compile effective responses for family crises (e.g., divorce, remarriage, illness, balancing family and workplace demands, death, employment changes, relocation); b. Propose response skills for family crises (e.g., job loss, alcoholism/drug abuse, domestic violence, child abuse and neglect, controversy in schools, special needs children). 4. Illustrate roles and responsibilities of nurturing families related to family life cycle stages and family composition. 5. Illustrate environmental qualities that support healthy growth of adults and children. 6. Explain how nurturing environments can differ among cultures and family structures. 7. Describe how healthy families demonstrate love, sexuality, friendships, and support systems. 8. Describe how families can benefit by influencing policy set by government, workplace, and community agencies. 9. Describe how communities can benefit by influencing policy set by government, workplace, and community agencies. 10. Demonstrate core principles of effective leadership (e.g., communication, teamwork, creative problem solving, interpersonal skills, relationship management for controversy and conflict, professional approaches to issues and concerns). 11. Initiate critical thinking skills to resolve family and workplace controversies. 12. Develop strategies for soft leadership skills (e.g., trust, empathy, communication with others). 13. Infer negative outcomes of ineffective leadership qualities including: <ol style="list-style-type: none"> a. Hesitancy to take necessary risks; b. Personal arrogance; c. Insensitivity; d. Unwillingness to tackle people issues; e. Control-focused leadership style. 	<p>Student Edition: 36-37, 57-67, 419, 485-487, 573-580, 582-589, 591-595 <i>Figure 3.1</i> 64-65 <i>Figure 21.1</i> 577 <i>Photo</i> 585 <i>Reading Check</i> 64, 487 <i>Safe Child Healthy Child</i> 541 <i>What Would You Do?</i> 587, 593 <i>Writing Activity</i> 570</p> <p>Teacher Wraparound Edition: C 589; CT 58, 419, 576, 577, 593; DS 57, 573, 582; RS 37, 594; SP 592; UA 57, 576</p>

STANDARDS	PAGE REFERENCES
<p>Advanced Benchmark C: Identify how parents and families prepare for prenatal, birth, and infant care.</p>	
<p>Descriptor:</p>	
<ol style="list-style-type: none"> 1. Evaluate healthy characteristics of pre-pregnancy mothers and fathers to facilitate a healthy birth. 2. Examine conditions needed for parental and baby health throughout pregnancy and birth. 3. Differentiate three trimesters of prenatal development related to what parents must be prepared to handle. 4. Compare methods of birth and delivery (e.g., Lamaze, Cesarean section, LeBoyer). 5. Interpret handling of postnatal issues from various points of view. 	<p>Student Edition: 93-104, 106-113, 115-122, 129-142, 154-157, 165-173, 175-178, 180-184 <i>Culture Matters</i> 96 <i>Figure 4.1</i> 94 <i>Figure 4.2</i> 102-103 <i>Figure 4.3</i> 108-109 <i>Figure 5.1</i> 134 <i>Figure 5.2</i> 135 <i>Figure 5.3</i> 138-139 <i>Figure 5.4</i> 141 <i>Figure 6.1</i> 168-169 <i>Photo</i> 93, 95, 100, 101, 129, 130, 140, 154, 172 <i>Reading Check</i> 99, 118, 137, 154, 172, 177 <i>Safe Child Healthy Child</i> 116 <i>The Developing Brain</i> 137, 176 <i>What Would You Do?</i> 133, 155</p> <p>Teacher Wraparound Edition: C 104, 157, 184; CL 100, 101; CT 94, 102, 136, 139, 156, 180; DS 93; RS 93, 103; UA 171; WS 96, 100, 102, 103, 137</p>

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PAGE REFERENCES

Advanced Benchmark D: Relate theory and research of child growth and development.
Descriptor:

<ol style="list-style-type: none"> 1. Identify typical developmental milestones (e.g., physical, intellectual, social, moral, ethical, emotional) by: <ol style="list-style-type: none"> a. Describing developmental expectations of infants, toddlers, preschool age, and adolescents; b. Recognizing indicators of healthy, natural brain growth and development. 2. Evaluate how parents, guardians, and caregivers can support child growth and development by: <ol style="list-style-type: none"> a. Identifying parental and environmental contributions to brain development; b. Describing vulnerability and resilience factors that protect or put children at risk. 3. Differentiate nutrition, wellness, and safety needs of pregnant women, infants, and children by: <ol style="list-style-type: none"> a. Evaluating nutrition recommendations and guidelines; b. Explaining essential medical care, including check-ups; c. Identifying appropriate sleep and physical activity for healthy growth; d. Examining how technology impacts growth and development. 4. Recognize patterns of language development in young children. 5. Characterize atypical child development patterns pre- and postnatal (e.g., autism, hearing or vision impairment, cerebral palsy, bipolar disorder, learning disabilities) by: <ol style="list-style-type: none"> a. Describing possible interventions to support the child's development; b. Describing resources and support systems essential to child growth and development. 6. Interpret different child development theorists (e.g., Piaget, Kohlberg, Erickson, Maslow). 7. Explain how children learn behaviors (e.g., through imitation, identification, direct teaching). 8. Contrast effectiveness of guidance and discipline techniques used by parents, guardians, and caregivers namely: <ol style="list-style-type: none"> a. Characteristics of guidance, discipline, and punishment techniques; b. Consequences of guidance, discipline, and punishment techniques; c. Difference between logical and natural consequences; d. Guidance techniques used by individuals, families, religions, and cultures; e. Differences in guidance philosophy resulting from background and experience; f. Factors that contribute to misbehavior. 	<p>Student Edition: 106-113, 129-142, 175-178, 182-184, 195-207, 209-220, 222-227, 235-243, 245-250, 257-264, 266-272, 274-281, 293-300, 302-314, 321-333, 335-345, 353-362, 364-372, 383-387, 389-397, 405-412, 414-420, 427-432, 434-441, 453-457, 459-466, 473-480, 482-489, 497-503, 505-510, 521-526, 528-538, 540-543</p> <p><i>Careers With Children</i> 346, 490</p> <p><i>Figure 5.3</i> 138-139</p> <p><i>Figure 7.1</i> 198</p> <p><i>Figure 7.2</i> 204-205</p> <p><i>Figure 7.3</i> 210-211</p> <p><i>Figure 8.1</i> 236-237</p> <p><i>Figure 8.2</i> 242</p> <p><i>Figure 8.3</i> 246</p> <p><i>Figure 9.3</i> 262</p> <p><i>Figure 9.4</i> 267</p> <p><i>Figure 9.5</i> 270</p> <p><i>Figure 9.6</i> 271</p> <p><i>Figure 10.1</i> 294</p> <p><i>Figure 10.2</i> 298</p> <p><i>Figure 10.3</i> 304-305</p> <p><i>Figure 11.1</i> 322-323</p> <p><i>Figure 12.1</i> 356</p> <p><i>Figure 12.2</i> 359</p> <p><i>Figure 13.1</i> 384</p> <p><i>Figure 13.2</i> 386</p> <p><i>Figure 15.1</i> 429</p> <p><i>Figure 15.2</i> 431</p> <p><i>Figure 16.1</i> 454</p> <p><i>Figure 16.2</i> 455</p> <p><i>Figure 18.1</i> 499</p> <p><i>Figure 19.1</i> 524</p> <p><i>Figure 19.2</i> 542</p> <p><i>Learning Through Play</i> 196, 248, 297, 416, 483</p> <p><i>Math in Action</i> 306, 383</p> <p><i>Parenting Skills</i> 212, 238, 327, 361, 391, 435, 462</p> <p><i>Photo</i> 296, 307, 540</p> <p><i>Reading Check</i> 137, 218, 337, 367, 370, 498, 508, 523, 535</p> <p><i>Respond to Special Needs</i> 177, 201, 339, 407, 475, 500, 534</p> <p><i>Safe Child Healthy Child</i> 488, 541</p> <p><i>Science in Action</i> 199, 355, 456</p> <p><i>The Developing Brain</i> 197, 239, 262, 268, 296, 358, 436, 478, 525</p> <p><i>Thematic Project</i> 188-189, 286-287, 376-377</p> <p><i>What Would You Do?</i> 430</p>
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STANDARDS	PAGE REFERENCES
<p>Continued from previous cell.</p> <ol style="list-style-type: none"> 1. Identify typical developmental milestones (e.g., physical, intellectual, social, moral, ethical, emotional) by: <ol style="list-style-type: none"> a. Describing developmental expectations of infants, toddlers, preschool age, and adolescents; b. Recognizing indicators of healthy, natural brain growth and development. 2. Evaluate how parents, guardians, and caregivers can support child growth and development by: <ol style="list-style-type: none"> a. Identifying parental and environmental contributions to brain development; b. Describing vulnerability and resilience factors that protect or put children at risk. 3. Differentiate nutrition, wellness, and safety needs of pregnant women, infants, and children by: <ol style="list-style-type: none"> a. Evaluating nutrition recommendations and guidelines; b. Explaining essential medical care, including check-ups; c. Identifying appropriate sleep and physical activity for healthy growth; d. Examining how technology impacts growth and development. 4. Recognize patterns of language development in young children. 5. Characterize atypical child development patterns pre- and postnatal (e.g., autism, hearing or vision impairment, cerebral palsy, bipolar disorder, learning disabilities) by: <ol style="list-style-type: none"> a. Describing possible interventions to support the child's development; b. Describing resources and support systems essential to child growth and development. 6. Interpret different child development theorists (e.g., Piaget, Kohlberg, Erickson, Maslow). 7. Explain how children learn behaviors (e.g., through imitation, identification, direct teaching). 8. Contrast effectiveness of guidance and discipline techniques used by parents, guardians, and caregivers namely: <ol style="list-style-type: none"> a. Characteristics of guidance, discipline, and punishment techniques; b. Consequences of guidance, discipline, and punishment techniques; c. Difference between logical and natural consequences; d. Guidance techniques used by individuals, families, religions, and cultures; e. Differences in guidance philosophy resulting from background and experience; f. Factors that contribute to misbehavior. 	<p>Continued from previous cell.</p> <p>Teacher Wraparound Edition: C 113, 142, 184, 272, 333, 345, 372, 397, 441, 543; CT 196, 204, 270, 532, 542; DS 245, 353; RS 342, 463, 535; SP 267, 275, 294, 454, 523, 531; UA 135, 197, 205, 270, 271, 431, 522; WS 196, 198, 405</p>

STANDARDS	PAGE REFERENCES
<p>Advanced Benchmark E: Compare childcare venues related to child nurturing and care. Descriptor:</p>	
<ol style="list-style-type: none"> 1. Describe decision-making processes for selecting childcare services, curriculum, and providers. 2. Identify reliable resources available for meeting childcare needs. 3. Evaluate quality indicators for childcare options. 4. Recognize the strengths of various preschool curriculum approaches (e.g., Montessori, Emilio Reggio, multi-age grouping). 	<p>Student Edition: 151, 603-612 <i>Figure 22.1</i> 605 <i>Figure 22.2</i> 607 <i>Figure 22.3</i> 610 <i>Photo</i> 603, 606, 608, 611 <i>Reading Check</i> 608 <i>The Developing Brain</i> 604 <i>What Would You Do?</i> 609</p> <p>Teacher Wraparound Edition: C 612; CT 604, 605, 606, 609, 610; DS 603; RS 609, 610; SP 607; UA 603, 605, 610; WS 604</p>