

GLENCOE

Correlation

Child & Adult Care Professionals

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Florida
Early Childhood Education 1
Grades 9 - 12

**CORRELATION
FLORIDA DEPARTMENT OF EDUCATION
COURSE DESCRIPTION**

SUBJECT: Family and Consumer Sciences
COURSE NAME: Early Childhood Education 1
SUBMISSION TITLE: Child & Adult Care Professionals © 2004
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OUTCOME NUMBER	BENCHMARK NUMBER	INTENDED OUTCOME/BENCHMARK DESCRIPTION	PAGE(S) OR LOCATION(S) WHERE TAUGHT IN MAJOR TOOL	I/M*
1		IDENTIFY RULES AND REGULATIONS WHICH GOVERN CHILD CARE		
1.01		Identify the need for child care.	SE: 73-83, 341-349, 362-363 IRG: 167-168, 219-222, 309-310, 369-372	
1.02		Identify child care facilities that require licensing.	SE: 82-83, 341-349, 362-363 IRG: 219-222, 369-372	
1.03		Identify the major areas of child care standards.	SE: 16-25, 341-342, 362-363 IRG: 44-91, 219-222	
1.04		Identify the local licensing agency and its responsibilities.	SE: 346-149, 362-363 IRG: 221-222	
1.05		Identify local fire, safety, sanitation and health regulations.	SE: 74, 159-172, 182-187, 188-189, 205, 213-219, 222, 228-229, 249-259, 275, 271, 286, 304, 317, 328, 329, 331, 353-354, 373, 412, 425, 434, 444, 450, 479, 506, 604, 630, 646 IRG: 03-104, 106	
1.06		Identify minimum state standards for screening owners, operators, staff, and volunteers of child care centers.	SE: 351-352, 353-354, 363 IRG: 219-222 LM: 117-118	
1.07		Identify current child-care issues and proposed laws and ordinances that govern state and local licensing and inspection of child care facilities.	SE: 74, 436-349, 351-354, 636	
1.08		Identify information concerning child discipline in State Rule 65C-22.001-006.	SE: 277-289, 299 LM: 95-98	
1.09		Demonstrate methods of compliance with rules and regulations governing child caregivers.	SE: 74, 82-83, 97, 213-219, 229, 341-363	

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2		PLAN, ESTABLISH AND MAINTAIN A SAFE, CLEAN, AND HEALTHY LEARNING ENVIRONMENT		
2.01		Identify characteristics of, plan and establish a safe, sanitary, healthy child care environment.	SE: 159-172, 182-187, 189 IRG: 183-184, 187-188 LM: 58-61	I
2.02		Describe ways to assist children with personal hygiene routines.	SE: 160-163, 189, 231-238, 247, 442-443, 457 IRG: 182-184, 187-188	I
2.03		Develop a checklist for evaluations, safety, and sanitation features.	SE: 159-172, 182-187, 189 IRG: 183-184, 187-188 LM: 53-54, 61	I
2.04		Recognize potential safety and fire hazard problems and plan ways to prevent accidents.	SE: 182-187, 189 IRG: 187-188 LM: 57-62	I
2.05		Demonstrate evacuation procedures.	SE: 186-187, 189 LM: 57-58, 61	I
2.06		Identify characteristics of a healthy child.	SE: 159-161	I
2.07		Recognize symptoms of childhood illness.	SE: 164-167	I
2.08		Identify communicable diseases.	SE: 159-160, 164-165, 183	I
2.09		Identify the components and how to perform the "10 second health check" for children.	SE: 164-165, 189 LM: 61	I
2.10		Identify procedures for administering medication.	SE: 165	M
2.11		Complete a medication permission form.	IRG: 101, 106	M
2.12		Describe ways in which the spread of disease in child care settings can be prevented.	SE: 160-164, 182-183, 189 IRG: 183-184 LM: 60-61	I
2.13		Demonstrate responsibility for maintaining and organizing a safe and healthy facility.	SE: 159-172, 189, 325-331, 339, 353-354 IRG: 183-184, 215-216, 331-222 LM: 61	I
2.14		Identify and report maintenance and repair needs for equipment, tools, facilities, and toys.	SE: 353-354, 339	I
2.15		Identify proper procedures for transporting children.	SE: 170-171	M
2.16		Demonstrate use of fire extinguishers.	LM: 57-58	I
2.17		Practice universal precautions.	SE: 160-163 LM: 59-61	I
2.18		Visualize and plan for emergency/disaster situations.	SE: 185-187, 189 LM: 61	I
2.19		Use appropriate telephone numbers in a simulated emergency situation.	SE: 361 LM: 61	M

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2.20		Identify the need and responsible use of equipment and supplies.	SE: 325-331, 339, 353-354	
2.21		Follow established procedures for reporting accidents/incidents.	SE: 164-165 LM: 62	
2.22		Discuss ways for children to develop positive attitudes and skills for daily routines.	SE: 231-238, 247 LM: 79-85	
2.23		Practice environmentally sound procedures within the center.	SE: 301-313, 323, 341-342, 348-349, 359-361 LM: 101-110	
2.24		List ways to make a playground safe.	SE: 314-321, 323 LM: 103-104	
3		PLAN AND IMPLEMENT FOOD SERVICE AND NUTRITION EDUCATION		
3.01		Identify the nutritional needs of children; infants through school age (birth through age twelve).	SE: 249-259, 274-275 IRG: 201-202, 345-346	
3.02		Identify, plan for, and assist with the preparation of nutritious snacks and meals for infants through school age children.	SE: 249-259, 274-275 IRG: 201-202, 345-346 LM: 87-94	
3.03		Identify and practice safe and sanitary food service habits in assisting with mealtime routines.	SE: 249-259 IRG: 201-202, 345-346 LM: 93-94	
3.04		Identify foods that are potentially dangerous for young children's consumption.	SE: 257-259 IRG: 201-202 LM: 93-94	
3.05		Demonstrate techniques to encourage positive food choices and good eating habits for toddlers through school age children.	SE: 40, 256-257, 274-275 IRG: 201-202, 345-346 LM: 87-94	
3.06		Recognize age appropriate nutrition education activities.	SE: 256-257, 259, 274-275 IRG: 201-202, 345-346 LM: 87-94	
4		IDENTIFY AND REPORT CHILD ABUSE AND NEGLECT IN ACCORDANCE WITH STATE REGULATIONS		
4.01		Describe physical abuse, physical neglect, sexual abuse, and emotional maltreatment as defined by Florida law.	SE: 42-45, 46-47, 213-219, 228-229 IRG: 183-194, 337-338	
4.02		Identify the extent of the incidence of child maltreatment in the state and the nation.	SE: 213-219, 228-229 IRG: 193-194, 337-338 LM: 69-70	

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4.03		Identify the most common physical and behavioral indicators of physical abuse, sexual abuse, emotional maltreatment, and neglect.	SE: 213-219, 228-229 IRG: 193-194, 337-338 LM: 69-70	
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4.04		Identify the factors, multiple forces, and most common causes for child abuse and neglect.	SE: 213-219, 228-229 IRG: 193-194, 337-338 LM: 69-70	
4.05		Identify the characteristics of abusers.	SE: 42-45, 47, 213-215, 229 IRG: 193-194 LM: 69-70	
4.06		Identify the impacts and effects of child abuse and neglect.	SE: 42-45, 213-219, 228-229 IRG: 193-194, 337-338 LM: 69-70	
4.07		Describe the legal requirement and protection of child-care workers in reporting suspected child abuse and neglect according to Florida law.	SE: 215-219, 229 IRG: 193-194, 337-338 LM: 73	
4.08		Identify state and local guidelines and procedures for reporting child abuse and neglect.	SE: 215-219, 229 IRG: 193-194, 337-338 LM: 73	
4.09		Demonstrate (in a simulation) reporting evidence of suspected child abuse and neglect.	SE: 229 IRG: 193-194 LM: 73	
4.10		Identify local community resources that provide help for the abused and the abuser.	SE: 42-45, 47, 216-219, 229 IRG: 193-194	
5		IDENTIFY AND APPLY PRINCIPLES OF CHILD DEVELOPMENT TYPICAL AND ATYPICAL (BIRTH THROUGH AGE TWELVE)		
5.01		Describe and exhibit the principles of development: development is similar for all, development is continuous, development proceeds at different rates, development can be correlated.	SE: 27-47 IRG: 159-162 LM: 9-10, 12	
5.02		Describe the following characteristics of children ages birth to twelve: physical health, approaches to learning, social-emotional, language and communication, cognitive development and general knowledge, and motor development.	SE: 421-437, 438-439, 441-455, 456-457, 459-471, 472-473, 475-507, 508-509 IRG: 237-256, 387-404 LM: 135-166	
5.03		Discuss circumstances and factors that put a child at risk for developing disabling conditions.	SE: 42-45, 495-501 IRG: 161-162	

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6				
DEMONSTRATE AN UNDERSTANDING OF AND IMPLEMENT DEVELOPMENTALLY APPROPRIATE PRACTICES FOR PROGRAMS SERVING CHILDREN FROM BIRTH THROUGH AGE TWELVE				
OUTCOME NUMBER	BENCHMARK NUMBER	INTENDED OUTCOME/BENCHMARK DESCRIPTION	PAGE(S) OR LOCATION(S) WHERE TAUGHT IN MAJOR TOOL	I/M*
6.01		Identify and demonstrate various methods of curriculum planning for young children.	SE: 431-437, 438-439, 449-455, 456-457, 467-471, 472-473, 483-491, 492-493, 533-548 IRG: 261-264, 411-414 LM: 151, 171-176, 179-182, 185-190, 193-197, 199-204	I
6.02		Define developmentally appropriate practices.	SE: 146, 302-304, 332-333, 348-349, 540-541, 676 IRG: 215-216, 365-366 LM: 109-120, 171-175	I
6.03		Discuss the importance of learning through play.	SE: 35, 37, 464-465, 466, 448, 538, 624-630 IRG: 245-246, 287-288 LM: 151-152, 193-198	I
6.04		Describe learning centers used in developmentally appropriate environments.	SE: 307-308, 325-331, 450, 484, 642-643, 649 IRG: 215-216, 365-366 LM: 101-107, 109-110	I
7				
IDENTIFY COMMUNICATION SKILLS RELATED TO CHILD CARE				
7.01		Identify effective communication skills used with children including interacting positively with each child and dialog with children as a group, using active listening, open-ended questioning, activities, and spontaneous experiences.	SE: 100-102, 116, 279-280, 282-286, 566-568 IRG: 205-208, 351-354 LM: 95-96, 97-98, 179-180	I
7.02		Describe ways to promote positive interaction between the family, child care center and community.	SE: 134-138, 403-407, 433 LM: 51-52, 53-54, 62, 133, 134	I
8				
IDENTIFY VARIOUS OBSERVATION AND RECORDING METHODS				
8.01		Identify observation techniques and methods used in a child care setting.	SE: 191-200, 210-211 IRG: 189-190, 333-334 LM: 63-64, 67, 68	I
8.02		Interpret and evaluate a child observation form.	SE: 194-200, 615 IRG: 189-190, 333-334 LM: 63-64	I
8.03		Observe, record, and report the behavior of children of various ages on an observation form.	SE: 191-200, 210-211, 615 LM: 137-138, 145-146, 147-148, 153-154, 165-166	I
8.04		Discuss the importance of, and create a plan for the confidentiality of child/family records.	SE: 193-194, 410-411 IRG: 221 LM: 53-54	I

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8.05		Describe the differences between developmental screenings, developmental assessments, developmental evaluations, and program assessments.	SE: 164, 359-361 LM: 61, 117-119	I
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9		RECOGNIZE APPROPRIATE METHODS OF GUIDANCE		
9.01		Describe methods of direct and indirect guidance.	SE: 281-289, 298-299	I
9.02		Identify preventative measures of direct and indirect guidance.	SE: 281-286 IRG: 207-208, 351-352 LM: 95-98	I
9.03		Demonstrate methods of direct and indirect guidance to include routines, transitions, and room arrangements.	SE: 231-238, 277-284, 325-331 IRG: 207-208, 211-212 LM: 97-98, 101-104	I
9.04		Identify acceptable and unacceptable methods of guiding behavior.	SE: 281-289 IRG: 207-208 LM: 95-98	I
9.05		Demonstrate effective, positive guidance techniques for guiding behavior.	SE: 281-289, 299 IRG: 207-208 LM: 95-98	I
9.06		Demonstrate behavior toward children that is caring, non-abusive, and builds self-esteem and responsibility (ego-building).	SE: 281-289, 299, 571-576 LM: 95-98	I
10		PLAN, ESTABLISH, AND IMPLEMENT A DEVELOPMENTALLY APPROPRIATE EMERGENT READING PROGRAM		
10.01		Identify characteristics of and establish a classroom environment that motivates children to read.	SE: 325-330, 339, 563-570, 589, 636-637 IRG: 215-216, 269-270, 289-290 LM: 109-110, 179-180	I
10.02		Demonstrate knowledge of appropriate phonological awareness teaching practices.	SE: 477	M
10.03		Demonstrate knowledge of appropriate teaching practices for alphabet knowledge	SE: 533-358, 561, 563-570 LM: 179-180	M
10.04		Demonstrate knowledge of appropriate comprehension strategies.	IRG: 49-53 LM: 179-180	M
11		PLAN, ESTABLISH, AND IMPLEMENT AN ENVIRONMENT THAT SUPPORTS EMERGENT WRITING		
11.01		Identify characteristics of, and create an environment that motivates children to use written expression.	SE: 563-570, 589 IRG: 271-272 LM: 179-180	I

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11.02		Identify and describe the characteristics of the emergent writing continuum.	SE: 563-570, 577, 589 IRG: 271-272	I
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11.03		Explain the role of inventive spelling in the writing process.	SE: 569-570 IRG: 269-270	I
11.04		Model appropriate conventions of writing.	SE: 569-570	M
12		IDENTIFY THE CHARACTERISTICS OF AND PROVIDE AN ENVIRONMENT THAT IS CONDUCIVE TO LANGUAGE USE AND ACQUISITION		
12.01		Create opportunities for students to instigate and add comments to discussions and conversations.	SE: 427, 445, 451-452, 462-463, 465-466, 468, 589 LM: 29-32, 179-180	I
12.02		Facilitate conversations between self and child or child- to-child.	SE: 434-435, 451-452, 462-463, 468 LM: 179-180	I
12.03		Provide occasions for children to follow two- or three-step directions.	SE: 592-602, 603-608, 615	I
12.04		Identify developmental speech patterns.	SE: 427, 434-435, 445, 451-452, 462	I
12.05		Use an appropriate vocabulary that increases in complexity and variety.	SE: 533-548, 563-570, 589	I
12.06		Describe the importance of vocabulary development in young children.	SE: 477 LM: 29-32, 149, 150	M
12.07		Use proper grammar when speaking to parents and/or children.	SE: 100-102, 134-135, 139, 462-463 LM: 133	I
12.08		Identify age-appropriate grammar.	SE: 462-463	M
12.09		Create opportunities for children to gain meaning by listening.	SE: 396, 566-569, 634-637 LM: 149-150, 179-180	I
12.10		Facilitate children using increasingly complex sentences and phrases.	SE: 434-435, 451-452, 462-463, 468 LM: 29-32, 49, 150, 179-180	I
12.11		Model appropriate language and style for context.	SE: 434-435, 451-452, 462-463, 465, 466, 468, 563, 570 IRG: 237-252, 261-264, 269-270, 419-420 LM: 29-32, 149, 150, 179-180	I
13		PLAN, IMPLEMENT, AND EVALUATE DEVELOPMENTALLY APPROPRIATE LANGUAGE AND EMERGENT LITERACY ACTIVITIES		
13.01		Provide a sample lesson plan and a child's work product for a Early Childhood Teaching Portfolio.	SE: 540-548 IRG: 115-130 LM: 179-180	I
14		DEMONSTRATE PROFESSIONALISM		

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14.01		Identify factors that aid professional growth in a child caregiver.	SE: 75-83, 99-108, 131-157, 341-363 IRG: 167-170, 171-174, 177-182, 219-222, 309-312, 311-315, 321-326 LM: 23-32, 37-44, 45-52, 113-120, 133, 143	I
OUTCOME NUMBER	BENCHMARK NUMBER	INTENDED OUTCOME/BENCHMARK DESCRIPTION	PAGE(S) OR LOCATION(S) WHERE TAUGHT IN MAJOR TOOL	I/M*
14.02		Identify and use job-related child care terminology.	SE: 27-47, 73-83, 130-149, 159-172, 182-189, 190-200, 211, 213-219, 229, 231-238, 247, 249-256, 275, 277-289, 299, 301-321, 323, 325-331, 339, 341-363, 403-409, 410-413, 421-439, 441-457, 459-473, 475-493, 495-509, 533-548, 561, 563-576, 589, 591-608, 615, 617-639, 641-653, 663 IRG: 159-162, 167-170, 177-180, 1813-184, 187-188, 189-190, 193-194, 197-198, 201-202, 205-208, 211-213, 215-216, 219-222, 231-234, 237-256, 261-264, 269-272, 277-280, 285-292, 291-294 LM: 23-32, 53-62, 63-64, 67-68, 69-70, 73-74, 75-85, 87-94, 95-98, 101-107, 1090110, 113-120, 133-134, 135-166, 171-176, 179-181, 185-190, 193-198, 199-204	I
14.03		Identify effective communication skills to use with personnel and parents/guardians of children.	SE: 100-102, 131-157, 215-216, 356-361, 363, 403-406, 410-411, 419, 433, 471, 505-507, 509, 561, 615 IRG: 61-66, 171-172, 177-182, 193-194, 221-222, 231-232, 257-258, 261-264, 313-314, 321-326, 337-338, 371-372, 405-406, 411-414 LM: 51-52, 133, 134, 179-182, 185-190, 195-196, 199-200, 203-204	I
14.04		Develop a self-improvement activity related to professionalism.	SE: 73-97, 99-108, 111, 115, 117, 129, 131-139, 149, 157, 350-361, 363 IRG: 65-66, 132-134, 169-171, 179-180 LM: 27-28, 37-44, 45-51	I
14.05		Identify opportunities for continuing education.	SE: 78-83, 97, 126-127, 144-145, 353 IRG: 65-66, 138 LM: 42, 48	I
14.06		Assess one's attitude and performance.	SE: 75-83, 97, 103-105, 114-119, 120-123, 126-127, 129, 140-149, 157 IRG: 65-66, 93-100, 123-130, 135-136, 137, 167-170, 171-174, 177-182, 219-222, 309-310, 313-326 LM: 23-25, 27-28	I

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14.07		Identify and demonstrate the exemplary behavior and social skills needed as a role model for children.	SE: 20-23, 73-83, 97, 99-104, 131-157, 281-289, 348-349, 350-363, 403-411, 419 IRG: 46-60, 93-99, 167-168, 171-172, 177-181, 219-222, 309-310, 313-314, 321-326, 369-372 LM: 29-32, 137-138, 139-140, 143-144, 149-152, 165-166, 179-182, 185-190, 193-195, 199-200, 203-204	I
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14.08		Demonstrate knowledge of legal issues and liability as they relate to a child care worker.	SE: 25, 82-83, 97, 126, 150-155, 157, 170-172, 314-321, 346-349, 352, 361, 410-411, 419, 495-496, 501, 509 IRG: 65-66, 90-91, 103-106, 135-136 LM: 51-52, 53-54, 57-58, 73, 115-116, 159-164	I
14.09		Review the National Child Development Associate (CDA) Code of Ethics and requirements for developing a CDA professional resource file.	SE: 14-25, 82, 145 IRG: 44-67, 67-68, 69-91	I
14.10		Demonstrate employability skills including a job search.	SE: 99-129, 131-148, 157 IRG: 115-131, 132-156, 171-176, 177-180, 313-320, 321-324 LM: 37-54, 73	I
15		IDENTIFY KNOWLEDGE OF COMMUNITY NEEDS AND RESOURCES		
15.01		Identify state organizations and agencies that serve children and families.	SE: 42-45, 47, 215-219, 229, 301-308, 323, 346-349, 359-361 IRG: 219-222 LM: 61-62, 101-104, 115-119	I
15.02		Identify local community resources that serve children and families.	SE: 42-45, 47, 215-219, 229, 301-308, 323, 346-349, 359-361, 419 IRG: 219-222 LM: 61-62, 101-104, 115-119	I
15.03		Identify organizations and agencies that provide services or assistance to children with special needs and their families.	SE: 315-319, 404-409, 419, 495-509 IRG: 45-66, 217-218, 253-256, 403-406 LM: 159-164	I
15.04		Organize and develop community resource information.	SE: 42-47, 97, 148-149, 189, 229, 403-409, 419 IRG: 61-62, 159, 219, 231 LM: 55-56, 73	I
16		IDENTIFY CAREER OPPORTUNITIES IN THE EARLY CHILDHOOD PROFESSION		
16.01		Define the early childhood education profession.	SE: 73-83, 97, 341-363 IRG: 139-142, 151, 167-168, 219-222, 309-310, 369-372 LM: 23-32	I

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16.02		Identify early childhood education career opportunities.	SE: 73-83, 97, 341-363 IRG: 139-142, 151, 167-168, 219-222, 309-310, 369-372 LM: 23-32	I
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17		DISPLAY INTERPERSONAL RELATIONSHIP SKILLS		
17.01		Maintain positive view of self.	SE: 75-78, 97, 99-105, 114-117, 120-123, 126-127, 128-129, 143-145, 156-157 IRG: 113, 134, 167-168, 171-176, 177-178 LM: 27-28, 29-32, 45-46	I
17.02		Exhibit responsibility toward achieving goals.	SE: 78-83, 97, 103-108, 126-127, 128-129 IRG: 119-120, 133, 134, 135-136, 137, 151-152, 167-168, 171-176, 309-310, 313-320 LM: 27-28, 29-32, 45-50, 51-52	I
17.03		Display sociability, empathy, understanding and caring.	SE: 131-139, 156-157, 281-290, 298-299, 403-406, 439, 457, 473, 493, 508-509 IRG: 61-66 LM: 27-28, 51-52, 53-54, 73, 79-82, 97-98, 156-160, 179-180, 181-182, 185-186, 187-188, 189-190, 193-194, 195-196, 199, 203-204	I
17.04		Display ability to manage personal resources to maintain goals.	SE: 76-83, 97, 107-108, 128-129, 156-157, 363 IRG: 63-66, 93-98 LM: 27-28, 45-47, 49-50, 51-52, 125-127	I
17.05		Display honesty and integrity in interacting with children and families, as well as, with co-workers.	SE: 58, 75-78, 82-83, 97, 103-108, 120-123, 126-127, 128-129, 131-149, 156-157, 193, 235, 280, 328, 354, 427, 445, 469, 487, 496, 541, 551, 572, 584 IRG: 66-67, 133-134, 135-136, 137, 153, 177, 179 LM: 27-27, 49-50, 53-54, 73, 128	I
17.06		Respond to needs and strengths of the multi-ethnic work place.	SE: 73-83, 131-139, 140-149, 156-157, 341-342, 346-349, 437, 452, 465, 575 IRG: 44-66, 133, 134, 135-136, 137 LM: 27-28, 45-47, 49-50	I
18		DEVELOP INTERCOMMUNICATION WITH FAMILY		
18.01		Identify ways of communicating with the family.	SE: 42-45, 100-102, 131-139, 147-148, 157, 403-409, 410-411, 419 IRG: 167-168, 177-180, 221-222, 231-234, 309-310, 321-324, 371-372, 381-384 LM: 51-52, 53-54, 62, 133, 134	I
18.02		Plan and implement parental involvement activities and curriculum planning, providing samples as part of the Early Childhood Teaching Portfolio.	SE: 42-45, 134-136, 139, 540-548, 560-561, 589 IRG: 119-125, 231, 235 LM: 133-134	I
19		DEMONSTRATE THE ROLES OF THE CHILD CARE CENTER STAFF		

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19.01		Compare roles and responsibilities of the child care center team members.	SE: 73-83, 97, 120-123, 126, 350-361, 363 IRG: 221 LM: 26, 117-119	I
19.02		Practice professionalism in the workplace.	SE: 111, 115, 117, 131-149, 156-157 IRG: 65-66, 90-91, 135-136, 177-180 LM: 27-28, 45-46, 49-50, 62, 73, 117-119	I
19.03		Identify the important role child caregivers play in the development of each child in care.	SE: 73-83, 97, 431-437, 439, 441-457, 467-471, 473, 483-491, 492-493, 502-507, 533-548, 560-561 IRG: 167-168, 239, 243, 247, 251, 255, 261, 263 LM: 113-114, 135-136, 139-140, 143-144, 179-182, 185-188, 193-196, 199-200, 203-204	I
20		DEMONSTRATE OBSERVATION AND RECORDING METHODS		
20.01		Apply observation techniques and methods in a child care setting.	SE: 191-200, 210-211, 615 IRG: 189 LM: 63-64, 67-68, 137-138, 145-146, 147-148, 153-154	I
20.02		Complete a case study on one child.	SE: 193-195, 210-211 IRG: 189-190 LM: 63-64, 67-68, 137-138, 145-146, 147-148, 153-154	I
20.03		Interpret and evaluate a child observation.	SE: 191-200, 210-211, 615 IRG: 189 LM: 63-64, 67-68, 137-138, 145-146, 147-148, 153-154	I
21		DEMONSTRATE LEADERSHIP AND ORGANIZATIONAL SKILLS		
21.01		Identify professional, labor, and student organizations as related to school and the child care industry.	SE: 14-25, 106, 111-112, 129, 140-145 IRG: 67-91, 154-156	I
21.02		Identify purposes and functions of professional and student organizations.	SE: 106, 111-112, 128-129, 140-145 IRG: 154-156	I
21.03		Identify roles and responsibilities of organization members.	SE: 106, 111-112, 128-129, 140-145 IRG: 154-156	I
21.04		Identify ways to work cooperatively as a team member to achieve organizational goals.	SE: 103-106, 120-123, 128-129, 136-138, 363 IRG: 132, 133, 134, 135-136, 173 LM: 27-28, 45-47, 179-180, 181-182, 185-186, 187-188, 189-190, 193-194, 195-196, 199-200	I
21.05		Demonstrate confidence in leadership roles and organizational responsibilities.	SE: 105-106, 126, 128-129, 350-352 IRG: 65-66, 93-98, 133, 134, 135-136, 137, 149-150, 151-152, 99-100, 171, 219-222 LM: 27-28, 45-50, 113-121, 125-128	I

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OUTCOME NUMBER	BENCHMARK NUMBER	INTENDED OUTCOME/BENCHMARK DESCRIPTION	PAGE(S) OR LOCATION(S) WHERE TAUGHT IN MAJOR TOOL	I/M*
21.06		Demonstrate commitment to achieve organizational goals.	SE: 105-106, 126, 128-129, 350-352 IRG: 65-66, 93-98, 133, 134, 135-136, 137, 149-150, 151-152, 99-100, 171, 219-222 LM: 27-28, 45-50, 113-121, 125-128	I
21.07		Develop a personal-growth project related to organizational skills.	SE: 106, 111-112, 128-129, 140-145 IRG: 65-66, 93-98, 99-100, 133, 134, 135-136, 137, 149-150, 151-152, 154-156, 171, 219-222 LM: 27-28, 45-50, 113-121, 125-128, 129-132, 176	I
21.08		Demonstrate critical thinking and problem-solving skills	SE: 103, 46-47, 97, 128-129, 156-157, 189, 210, 228, 247, 274-275, 298, 323, 339, 363, 401, 419, 438, 457, 472, 492, 508, 560, 589, 615, 639, 663 IRG: 135-136, 163, 171, 189, 201, 215, 219, 235, 249, 253, 261 LM: 27-28, 75-78, 115-116	I
22		DEMONSTRATE EFFECTIVE COMMUNICATION SKILLS		
22.01		Communicate thoughts, ideas, information, and messages orally and in writing.	SE: 76-78, 100-102, 107, 108, 115-119, 129, 131-139, 156-157, 164, 189, 211, 215-216, 219, 229, 247, 275, 280, 283-284, 288-289, 299, 356-359, 361, 363, 401, 419, 433, 437, 439, 457, 465, 473, 493, 505, 509, 537, 540-548, 561, 563-570, 575, 589, 594, 597-598, 600-602, 615, 623, 631, 633-634, 636-637, 639, 633 IRG: 88-89, 93-100, 102, 106, 135-136, 137, 139-140, 143-148, 153, 159, 161, 171, 173, 177, 181, 183, 189, 191, 197, 205, 207, 219, 221, 227, 229, 231, 233, 235, 239, 241, 243, 245, 247, 249, 251, 253, 255, 257, 261, 263, 269, 271, 277, 279, 289, 291, 293 LM: 42, 43-44, 49-50, 51-52, 53-54, 61, 73, 79-82, 95-96, 97-98, 113-114, 115-116, 117-119, 125-128, 129-130, 131-132, 133, 139-140, 143-144, 149-150, 165-166, 179-180, 181-182, 185-186, 187-188, 189-190, 193-194, 195-196, 199-200, 203-204	I
22.02		Demonstrate appropriate telephone etiquette.	SE: 100, 114, 133, 136 IRG: 106, 135-136 LM: 42, 62	I
22.03		Use correct grammar.	SE: 100-101, 117, 451-452, 462-463 IRG: 135-136, 143-148, 177 LM: 37-38, 42, 48, 51-52	I

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OUTCOME NUMBER	BENCHMARK NUMBER	INTENDED OUTCOME/BENCHMARK DESCRIPTION	PAGE(S) OR LOCATION(S) WHERE TAUGHT IN MAJOR TOOL	I/M*
22.04		Receive, attend to, interpret, and respond to verbal and written messages/directions.	SE: 76-78, 100-102, 107, 108, 115-119, 129, 131-139, 156-157, 164, 189, 211, 215-216, 219, 229, 247, 275, 280, 283-284, 288-289, 299, 356-359, 361, 363, 401, 419, 251, 253, 255, 261, 269, 277, 279, 289, 291, IRG: 205, LM: 117-119, 125-128,	I
22.05		Demonstrate the ability to communicate using a variety of technologies.	SE: 133, 136, 189, 275, 323, 339, 363, 537 IRG: 135-136, 161, 171, 173, 177, 181, 183, 187, 193 LM: 51-52, 53-54, 129-130, 131-132	I
22.06		Locate, understand and interpret written information in job-related materials.	SE: 108, 138-140, 153-155, 169-172, 275, 363, 399, 401, 410-411, 413-414, 419 IRG: 171, 173, 177, 187, 219 LM: 29-32, 37-38, 39-41, 47, 95-96, 115-116, 165-166, 179-180, 181-182, 185-186, 187-188, 189-190, 193-194, 195-196, 199-200, 203-204	I
22.07		Simulate staff and family communications.	SE: 134-135, 147, 149, 157, 407, 433 IRG: 231, 271 LM: 51-54, 133, 134	I

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