



The Developing Child

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STANDARDS	PAGE REFERENCES
Unit 1: The Study of Children	
1.1 Define terms related to the study of children	Student Edition: 13-18 Teacher Wraparound Edition: DS 13; RS 13
1.2 State characteristics of development <ul style="list-style-type: none"> a. Similar for everyone b. Builds on earlier learning c. Proceeds at individual rate d. Different areas are interrelated e. Continuous throughout life 	Student Edition: 14-18 <i>Figure 1.1</i> 15 <i>Parenting Skills</i> 17 <i>Photo</i> 13 <i>The Developing Brain</i> 14 Teacher Wraparound Edition: A 16; C 18; UA 14
1.3 Name reasons for studying child development	Student Edition: 13-18, 20 <i>Photo</i> 16, 20 <i>Reading Check</i> 20 Teacher Wraparound Edition: C 18; DS 13; RS 20; UA 13

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<p>1.4 Identify five basic areas of child development</p> <ul style="list-style-type: none"> • Physical • Emotional • Social • Intellectual • Moral 	<p>Student Edition: 13-18, 194-207, 234-250, 265-272, 292-300, 320-345, 354, 382-387, 404-420, 426-432, 450-457, 472-489, 496, 503, 520-526, 528-543 <i>Figure 1.1 15</i> Teacher Wraparound Edition: C 18</p>
<p>1.5 Identify stages in the individual life cycle with the correct age</p> <ul style="list-style-type: none"> • Infancy • Toddler • Preschool • School age • Adolescence 	<p>Student Edition: 18, 195, 293, 501, 521</p>
<p>1.6 Describe influences of heredity and environment</p>	<p>Student Edition: 14-17 <i>After You Read 18 #3</i> <i>Photo 16</i> <i>Reading Check 17</i> <i>What Would You Do? 16</i> Teacher Wraparound Edition: WS 16</p>
<p>1.7 Designate guidelines for observing children</p>	<p>Student Edition: 20-25 <i>Figure 1.2 21</i> <i>Figure 1.3 23</i> <i>Photo 22</i> <i>Safe Child Healthy Child 24</i> Teacher Wraparound Edition: C 25; DS 20; RS 21; UA 21; WS 24</p>
<p>1.8 Describe the contributions of various child development theorists</p> <ul style="list-style-type: none"> • Erikson • Freud • Maslow • Montessori • Piaget • Skinner 	<p>Student Edition: 270-272, 430-432 <i>Figure 1.1 15</i> <i>Figure 9.5 270</i> <i>Figure 9.6 271</i> <i>Figure 15.2 431</i> Teacher Wraparound Edition: C 432; CT 270; RS 270; UA 270, 271, 431</p>

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Unit 2: Pregnancy and Prenatal Development	
2.1 Define terms related to pregnancy and prenatal development	Student Edition: 47, 93-96, 99-104 <i>Expert Advice</i> 95 <i>Figure 4.2</i> 102-103 <i>Photo</i> 93, 95, 100, 101, 104 Teacher Wraparound Edition: CL 101; F 92; UA 95
2.2 List early symptoms of pregnancy <ul style="list-style-type: none"> • Breast tenderness • Fatigue • Frequent urination • Lower back pain • Missed period • Nausea 	Student Edition: 129 Teacher Wraparound Edition: RS 130
2.3 Explain physical changes to the mother during pregnancy <ol style="list-style-type: none"> a. Changes in digestive system b. Increase in size of breasts and abdomen c. Pressure on the bladder d. Skin stretching 	Student Edition: 132-136 <i>Figure 5.1</i> 134 <i>Figure 5.2</i> 135 Teacher Wraparound Edition: RS 133; UA 135
2.4 Name discomforts and complications of pregnancy <ol style="list-style-type: none"> a. Blurred vision b. Early, sudden gush of liquid c. Severe vomiting d. Swelling e. Vaginal bleeding 	Student Edition: 132-133 <i>Photo</i> 132 Teacher Wraparound Edition: CT 132; RS 132, 133; UA 133
2.5 Identify common birth defects	Student Edition: 106-113
2.6 Describe prenatal tests used to determine health of mother and fetus <ol style="list-style-type: none"> a. Amniocentesis b. Chronic villi sampling (CVS) c. Ultrasound 	Student Edition: 111-113, 131-132 <i>Photo</i> 111, 112 Teacher Wraparound Edition: CT 112; SP 131; WS 112

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<p>2.7 List STD's most likely affect to health of unborn baby and mother</p> <ol style="list-style-type: none"> Chlamydia Genital herpes Gonorrhea HIV/AIDS Syphilis 	<p>Student Edition: 121-122 <i>Figure 2.2 46</i></p> <p>Teacher Wraparound Edition: CT 121; SP 46; UA 121</p>
<p>2.8 Describe three stages of prenatal development</p> <ul style="list-style-type: none"> Period of the zygote Period of the embryo Period of the fetus 	<p>Student Edition: 99-104 <i>Figure 4.2 102-103</i> <i>Photo 100, 101, 104</i></p> <p>Teacher Wraparound Edition: C 104; CL 100, 101; CT 99, 102; RS 103; UA 102; WS 100, 101, 102</p>
<p>2.9 Name environmental factors that are harmful to the development of the unborn child</p> <ul style="list-style-type: none"> Alcohol Drugs Infections such as Rubella Smoking Harmful fumes Paint products Lead X-rays 	<p>Student Edition: 106-107, 115-122 <i>Photo 115, 117, 119, 121</i> <i>Reading Check 118, 120</i> <i>Safe Child Healthy Child 116</i> <i>What Would You Do? 118</i></p> <p>Teacher Wraparound Edition: C 122; CT 115, 117, 119; DS 115; RS 117; SP 116; UA 118; WS 107, 119</p>
<p>2.10 Describe types of care for the mother's and baby's health</p> <ol style="list-style-type: none"> Certified nurse/midwife Family practice physicians Gynecologists Obstetricians 	<p>Student Edition: 129-132, 155 <i>Photo 129, 130</i> <i>Thematic Project 188-189</i></p> <p>Teacher Wraparound Edition: CT 129; DS 129; RS 130; SP 131; UA 130</p>
<p>2.11 Name risks due to teen pregnancy</p> <ol style="list-style-type: none"> Higher stillbirth rates Low birth weight Miscarriage Premature labor 	<p>Student Edition: 47-48 <i>Figure 2.2 46</i> <i>Reading Check 48</i> <i>Respond to Special Needs 47</i></p> <p>Teacher Wraparound Edition: C 50</p>

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2.12 Discuss costs of teen pregnancies to society <ul style="list-style-type: none"> a. Abuse b. Food Stamps c. Medicaid d. Neglect e. Quitting school f. WIC 	Student Edition: 47-50 <i>Expert Advice</i> 49 <i>Photo</i> 48 Teacher Wraparound Edition: CT 47; RS 48
2.13 Research careers related to pregnancy and prenatal development	Student Edition: 155 <i>Careers with Children</i> 26 Teacher Wraparound Edition: SP 155
Unit 3: Birth and the Newborn	
3.1 Define terms related to birth and the newborn	Student Edition: 165-173, 175-178, 180-184 <i>Figure 6.1</i> 168-169 <i>Photo</i> 172, 180 Teacher Wraparound Edition: A 182; CT 168; RS 180
3.2 Chart methods of childbirth and characteristics of each	Student Edition: 155-157, 165-173 <i>Figure 6.1</i> 168-169 <i>Photo</i> 172 <i>Reading Check</i> 172 Teacher Wraparound Edition: CT 168; DS 165; RS 172; SP 155; UA 171
3.3 Name signs of beginning labor	Student Edition: 165-166 <i>Expert Advice</i> 166 Teacher Wraparound Edition: RS 165, 166; UA 166
3.4 Describe the three stages of labor <ul style="list-style-type: none"> • Dilation • Delivery • Afterbirth 	Student Edition: 167-171 <i>Figure 6.1</i> 168-169 <i>Reading Check</i> 171 Teacher Wraparound Edition: RS 167

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3.5 State characteristics of newborns	<p>Student Edition: 175-178 <i>After You Read</i> 178 #2 <i>Photo</i> 176</p> <p>Teacher Wraparound Edition: C 178; SP 176</p>
3.6 Describe postnatal care of the newborn, including those with special needs	<p>Student Edition: 177-178, 180-183 <i>Photo</i> 176, 180, 182 <i>Reading Check</i> 183</p> <p>Teacher Wraparound Edition: C 178; CT 177, 180; DS 180</p>
3.7 List basic needs of newborns	<p>Student Edition: 212-216, 219-220, 222-227 <i>Figure 5.5</i> 147 <i>Figure 5.6</i> 148 <i>Photo</i> 219, 222, 223 <i>Safe Child Healthy Child</i> 147</p> <p>Teacher Wraparound Edition: CT 219; SP 223; UA 215</p>
3.8 State benefits of bonding	<p>Student Edition: 180-181, 239-240 <i>Parenting Skills</i> 181 <i>The Developing Brain</i> 239</p> <p>Teacher Wraparound Edition: DS 180, 222; RS 239; SP 181</p>
3.9 List equipment and supplies needed to care for newborns	<p>Student Edition: 145-147 <i>Figure 5.5</i> 146 <i>Safe Child Healthy Child</i> 147</p> <p>Teacher Wraparound Edition: CT 147; SP 146; UA 147</p>
3.10 Name specific care techniques for newborns	<p>Student Edition: 180-183, 209, 216, 222-227 <i>Figure 7. 3</i> 210-211 <i>Figure 7.4</i> 213 <i>Parenting Skills</i> 212 <i>Photo</i> 180, 182, 209 <i>Reading Check</i> 183</p> <p>Teacher Wraparound Edition: A 182, 214; CL 224; CT 180; SP 181; WS 183</p>

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3.11 List physical and emotional changes in the mother during the postpartum period	Student Edition: 183-184 <i>Expert Advice</i> 183 Teacher Wraparound Edition: C 184
3.12 Name careers related to birth, newborn, or postnatal period	Student Edition: 155-157 <i>Careers with Children</i> 228 Teacher Wraparound Edition: A 156; DS 228; SP 155; UA 167
Unit 4: The First Year	
4.1 Match terms related to the first year	Student Edition: 195-207, 209-220, 222-227, 235-243, 245-250, 257-264, 266-272, 274-281 <i>Figure 7.2</i> 204-205 <i>Figure 8.1</i> 236-237 <i>Figure 8.2</i> 242 <i>Figure 8.3</i> 246 <i>Figure 9.1</i> 258 <i>Figure 9.2</i> 259 <i>Figure 9.3</i> 262 <i>Figure 9.4</i> 267 <i>Learning Through Play</i> 196 <i>Parenting Skills</i> 212 <i>Reading Check</i> 224 <i>Safe Child Healthy Child</i> 275 <i>The Developing Brain</i> 197 <i>Thematic Project</i> 286-287 Teacher Wraparound Edition: C 207, 250; CT 211; DS 235; RS 240, 249; UA 211, 218, 235, 242, 259; WS 198
4.2 Name developmental needs during the first year in each of these areas <ul style="list-style-type: none"> • Physical • Intellectual • Emotional • Social 	Student Edition: 195-207, 213-214, 268-269 <i>Figure 7.4</i> 213 <i>Learning Through Play</i> 268 <i>Respond to Special Needs</i> 201 <i>The Developing Brain</i> 268 Teacher Wraparound Edition: CT 196; UA 197, 268; WS 196

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<p>4.3 Designate milestones of physical development during the first year</p>	<p>Student Edition: 198-207 <i>Figure 7.2</i> 204-205 <i>Photo</i> 197, 199 <i>Science in Action</i> 199 Teacher Wraparound Edition: CT 199, 204; RS 200; UA 198, 200, 203; WS 198</p>
<p>4.4 Name three basic patterns of physical development</p> <ul style="list-style-type: none"> • Head to foot • Near to far • Simple to complex 	<p>Student Edition: 200-201 Teacher Wraparound Edition: RS 200</p>
<p>4.5 Name ways to promote physical development during the first year</p>	<p>Student Edition: 196-197 <i>Learning Through Play</i> 196 <i>Photo</i> 197 Teacher Wraparound Edition: C 207</p>
<p>4.6 Describe daily care routines for feeding, bathing, dressing, and diapering an infant</p>	<p>Student Edition: 212-220, 222-225 <i>Photo</i> 214, 216, 219, 222 Teacher Wraparound Edition: CT 214, 219; UA 215</p>
<p>4.7 Designate milestones of intellectual development during the first year</p>	<p>Student Edition: 257-264, 266-272 <i>Figure 9.4</i> 267 <i>Figure 9.7</i> 278 <i>Learning Through Play</i> 269 <i>Reading Check</i> 269 <i>The Developing Brain</i> 268 Teacher Wraparound Edition: C 272; RS 266; SP 267; UA 269, 270</p>
<p>4.8 Name types of learning</p> <ul style="list-style-type: none"> • Experimentation • Exploration • Imitation 	<p>Student Edition: 72, 245, 270-272, 274-281, 355-356 <i>Figure 9.5</i> 270 <i>Figure 9.6</i> 271 <i>Reading Check</i> 247 Teacher Wraparound Edition: DS 274; RS 270; UA 274</p>

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4.9 List toys and play equipment suitable for a baby	Student Edition: 249-250, 279-281 <i>Photo 280</i> <i>Safe Child Healthy Child 249</i> Teacher Wraparound Edition: WS 249
4.10 Designate features of safe toys and play equipment for infants	Student Edition: 248-250, 279-281 <i>Learning Through Play 248</i> <i>Photo 280</i> <i>Safe Child Healthy Child 249</i> Teacher Wraparound Edition: CT 280; RS 249; WS 249
4.11 Describe milestones of social and emotional development during the first year	Student Edition: 235-243, 245-250 <i>Figure 8.1 236-237</i> <i>Figure 8.3 246</i> <i>Parenting Skills 238</i> <i>Reading Check 240</i> <i>The Developing Brain 239</i> Teacher Wraparound Edition: C 243, 250; DS 245; SP 237
4.12 Discuss fears that are common during the first year	Student Edition: 236-237, 302-303, 326-328, 409, 476 <i>Figure 8.1 236-237</i> Teacher Wraparound Edition: SP 237
4.13 Explain ways infants express emotions <ul style="list-style-type: none"> • Affection • Anger • Delight • Disgust • Distress • Elation • Fear 	Student Edition: 235-237 <i>Figure 8.1 236-237</i> Teacher Wraparound Edition: CT 236; SP 237; UA 235, 236
4.14 Explain personality development during the first year	Student Edition: 240-241 <i>Figure 8.2 242</i> Teacher Wraparound Edition: CT 240

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Unit 5: Children from One to Three	
5.1 Define terms related to children from one to three	Student Edition: 293-300, 302-314 Teacher Wraparound Edition: C 300; DS 293; RS 297; UA 293
5.2 Designate milestones of physical development for ages one to three	Student Edition: 293-300 <i>Figure 10.1</i> 294 <i>Figure 10.2</i> 298 <i>Learning Through Play</i> 297 Teacher Wraparound Edition: C 300; CT 293; DS 293; SP 294; UA 299
5.3 Name routines for young children that promote sound physical health such as: a. exercise b. feeding c. hygiene d. sleeping e. toilet training	Student Edition: 294-295, 302-314 <i>Figure 10.3</i> 304-305 <i>Math in Action</i> 306 <i>Parenting Skills</i> 312 <i>Photo</i> 296, 306, 311 <i>Reading Check</i> 295, 303, 307, 312 Teacher Wraparound Edition: C 314; CT 305, 311, 312; DS 302; SP 305; WS 312; UA 302, 305, 311
5.4 List ways to provide a safe environment for toddlers (include accident prevention)	Student Edition: 308-310 <i>Photo</i> 308, 309 <i>Safe Child Healthy Child</i> 310 Teacher Wraparound Edition: CT 308; RS 309, 310; UA 309, 310
5.5 Describe meals suitable for toddlers	Student Edition: 303-306 <i>Figure 10.3</i> 304-305 <i>Math in Action</i> 306 <i>Reading Check</i> 307 Teacher Wraparound Edition: CT 305; RS 306; SP 304; UA 305
5.6 Name features of appropriate clothes for toddlers such as: <ul style="list-style-type: none"> • comfort • durability • economic factors 	Student Edition: 312-314 <i>Photo</i> 313 Teacher Wraparound Edition: C 314; CT 313; UA 313

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<p>5.7 List bedtime problems of toddlers and ways to minimize the problems such as:</p> <ul style="list-style-type: none"> • bedtime routines • comforting fears 	<p>Student Edition: 302-303 <i>Photo</i> 302 <i>Reading Check</i> 303 <i>What Would You Do?</i> 303 Teacher Wraparound Edition: CT 303; UA 302; WS 302, 303</p>
<p>5.8 Explain process of toilet training</p> <ol style="list-style-type: none"> a. how to handle accidents b. importance of routine c. readiness signs 	<p>Student Edition: 311-312 <i>Reading Check</i> 312 Teacher Wraparound Edition: CT 311, 312; RS 312; UA 311; WS 312</p>
<p>5.9 Designate milestones of intellectual development for ages one to three</p>	<p>Student Edition: 353-362 <i>Figure 12.1</i> 356 <i>Figure 12.2</i> 359 <i>Learning Through Play</i> 358 <i>Parenting Skills</i> 361 <i>Photo</i> 353, 357 <i>Reading Check</i> 355 <i>The Developing Brain</i> 358 <i>What Would You Do?</i> 360 Teacher Wraparound Edition: C 362; CT 361; DS 353; SP 357; UA 361</p>
<p>5.10 Identify ways children learn</p> <ol style="list-style-type: none"> a. directed b. imitation c. incidental d. trial-and-error 	<p>Student Edition: 355-356 <i>Reading Check</i> 356 Teacher Wraparound Edition: UA 355; WS 355, 356</p>
<p>5.11 State ways to promote intellectual development in toddlers including:</p> <ol style="list-style-type: none"> a. activities b. speech c. toys d. ways to guide learning 	<p>Student Edition: 353-362, 364-370 <i>Careers with Children</i> 346 <i>Figure 12.1</i> 356 <i>Figure 12.2</i> 359 <i>Learning Through Play</i> 358 <i>Reading Check</i> 367 <i>Science in Action</i> 355 <i>Thematic Project</i> 376-377 <i>What Would You Do?</i> 360, 366 Teacher Wraparound Edition: C 362, 372, 377; CT 361; DS 364; SP 357; WS 356, 366, 368, 369</p>

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5.12 List characteristics of safe, suitable toys for toddlers	Student Edition: 370-372 <i>After You Read</i> 372 #3 <i>Photo</i> 371 <i>Safe Child Healthy Child</i> 370 Teacher Wraparound Edition: CT 370, 371
5.13 Designate milestones of emotional and social development for ages one to three	Student Edition: 321-333, 335-345 <i>Figure 11.1</i> 322-323 <i>Figure 11.2</i> 337 <i>Reading Check</i> 337 Teacher Wraparound Edition: CT 322, 329; SP 323
5.14 State ways to influence toddlers' emotional and social development such as: <ol style="list-style-type: none"> a. encourage thinking b. give choices c. redirect the child 	Student Edition: 321-333, 340-345 <i>Parenting Skills</i> 327, 343, 361 <i>Photo</i> 326, 330, 331, 340 <i>Reading Check</i> 332 Teacher Wraparound Edition: CT 326; RS 341, 342; UA 322
5.15 Name common emotions of toddlers such as: <ul style="list-style-type: none"> • empathy • negativism • self-centeredness 	Student Edition: 321-333 <i>Figure 11.1</i> 322-323 <i>Reading Check</i> 330 Teacher Wraparound Edition: CT 322, 324, 329; WS 322
5.16 List ways toddlers express emotions including: <ol style="list-style-type: none"> a. affection b. negativism c. temper tantrums 	Student Edition: 321-333 <i>Parenting Skills</i> 343 <i>Photo</i> 325 Teacher Wraparound Edition: CT 322, 329; DS 321
5.17 State ways relationships influence child development including developing self-concept	Student Edition: 331-332, 338 Teacher Wraparound Edition: RS 331

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5.18 Name ways to help young children develop a positive self-concept by responding in a positive way in: <ul style="list-style-type: none"> • actions • words • attitudes 	Student Edition: 331, 338-339, 411-412 Teacher Wraparound Edition: RS 331
5.19 Designate effective guidance techniques for ages one to three by being: <ul style="list-style-type: none"> • clear • firm • positive • simple 	Student Edition: 326, 331-332, 340-345 <i>Parenting Skills</i> 343 <i>Photo</i> 326, 340 <i>Reading Check</i> 332 <i>What Would You Do?</i> 341 Teacher Wraparound Edition: CT 326, 331; RS 341; UA 341
Unit 6: Children from Four to Six	
6.1 Define terms related to children from four to six	Student Edition: 383-387, 389-397, 405-412, 414-420, 427-432, 434-441 Teacher Wraparound Edition: C 387, 397, 412; CT 411; RS 435; UA 418
6.2 Designate milestones of physical development for ages four to six <ol style="list-style-type: none"> a. height & weight b. motor skills c. proportion d. teeth 	Student Edition: 383-387 <i>Figure 13.1</i> 384 <i>Figure 13.2</i> 386 <i>Math in Action</i> 383 <i>Photo</i> 383 <i>Reading Check</i> 384 Teacher Wraparound Edition: DS 383; SP 384; WS 386
6.3 State ways to promote physical development for ages four to six including proper nutrition	Student Edition: 389-392 <i>Math in Action</i> 383 <i>Parenting Skills</i> 391 <i>Reading Check</i> 393 Teacher Wraparound Edition: CT 390, 392; SP 391; UA 390, 392
6.4 Explain ways to help preschoolers develop positive self-care habits	Student Edition: 393-397 Teacher Wraparound Edition: UA 393

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<p>6.5 Designate milestones of intellectual development for ages four to six</p>	<p>Student Edition: 427-432, 434-441 <i>Figure 15.1</i> 429 <i>Figure 15.2</i> 431 <i>Photo</i> 427, 430 <i>Reading Check</i> 439 Teacher Wraparound Edition: C 432, 441; CT 438; SP 428; UA 430</p>
<p>6.6 State ways to stimulate intellectual development for ages four to six including topics such as:</p> <ul style="list-style-type: none"> a. books b. multiple intelligences c. play materials and activities d. toys 	<p>Student Edition: 428-432, 434-441 <i>Parenting Skills</i> 435 <i>Photo</i> 430 <i>Reading Check</i> 429 <i>The Developing Brain</i> 436 <i>What Would You Do?</i> 430 Teacher Wraparound Edition: C 432, 441; UA 439</p>
<p>6.7 Name ways to help children develop readiness for school</p>	<p>Student Edition: 405, 439-441 <i>Expert Advice</i> 440 <i>Photo</i> 406, 440 Teacher Wraparound Edition: C 441; CT 440; DS 405; UA 440</p>
<p>6.8 Designate milestones of emotional and social development for ages four to six</p> <ul style="list-style-type: none"> a. anger b. fear c. jealousy d. self-confidence 	<p>Student Edition: 405-412, 414-420 <i>Reading Check</i> 407, 411 Teacher Wraparound Edition: A 417; RS 414; SP 407</p>
<p>6.9 Name ways to stimulate emotional and social development for children ages four to six</p>	<p>Student Edition: 411-412, 419-420 <i>Photo</i> 418 Teacher Wraparound Edition: CT 408</p>
<p>6.10 Describe preschooler's relationships with others</p>	<p>Student Edition: 414-416 <i>Parenting Skills</i> 417 <i>Photo</i> 414, 415 <i>Reading Check</i> 416 <i>What Would You Do?</i> 415 Teacher Wraparound Edition: C 420; UA 415</p>

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6.11 Explain ways children develop a sense of right and wrong	Student Edition: 416-420 <i>Parenting Skills</i> 417 <i>Photo</i> 418 <i>Reading Check</i> 419 Teacher Wraparound Edition: SP 416
6.12 Name positive guidance techniques for ages four to six	Student Edition: 416-420 <i>Parenting Skills</i> 417 <i>Photo</i> 418, 419 Teacher Wraparound Edition: CT 419; RS 419; UA 417, 418; WS 418
6.13 Designate advantages and disadvantages of IQ tests	Student Edition: 427-428 <i>Photo</i> 428 Teacher Wraparound Edition: CT 427; DS 427; RS 427; SP 428
6.14 Describe effects of learning disabilities and giftedness on school experiences	The following references apply to children of all ages with learning disabilities and giftedness. Student Edition: 582-589 <i>Parenting Skills</i> 588 <i>Respond to Special Needs</i> 71, 107, 201, 407, 500 <i>The Developing Brain</i> 584 Teacher Wraparound Edition: A 586; C 589; CT 586, 588; SP 583; WS 588
6.15 Name pros and cons of competition among children	Student Edition: 420
Unit 7: Children from Seven to Twelve	
7.1 Define terms related to children from seven to twelve	Student Edition: 453-457, 459-466, 473-480, 482-489, 497-503, 505-510 <i>Reading Check</i> 506 <i>The Developing Brain</i> 456 Teacher Wraparound Edition: CT 462, 477; DS 453, 482; RS 463, 477; UA 456, 477; WS 487

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7.2 Designate milestones of physical development for ages seven to twelve	<p>Student Edition: 453-457 <i>Figure 16.1</i> 454 <i>Figure 16.2</i> 455 <i>Photo</i> 453 <i>Reading Check</i> 456 <i>The Developing Brain</i> 456</p> <p>Teacher Wraparound Edition: C 457; RS 453</p>
7.3 State ways to help school-age children meet personal health care needs	<p>Student Edition: 459-466 <i>Culture Matters</i> 461 <i>Figure 16.3</i> 464 <i>Parenting Skills</i> 462 <i>Reading Check</i> 462 <i>What Would You Do?</i> 465</p> <p>Teacher Wraparound Edition: C 466; CT 461, 462, 463, 464; DS 459; UA 459, 461; WS 465</p>
7.4 Designate signs of intellectual development for ages seven to twelve	<p>Student Edition: 497-503, 505-510 <i>Learning Through Play</i> 501 <i>Parenting Skills</i> 508 <i>Photo</i> 497, 505 <i>Reading Check</i> 498, 508</p> <p>Teacher Wraparound Edition: DS 497, 505; WS 505</p>
7.5 Designate milestones of social and emotional development for ages seven to twelve	<p>Student Edition: 473-480, 482-489 <i>Photo</i> 474, 476, 478 <i>Reading Check</i> 474, 477</p> <p>Teacher Wraparound Edition: C 480, 489; DS 473; RS 477; UA 473, 474</p>
7.6 State ways to influence social and emotional development for children ages seven to twelve	<p>Student Edition: 475-480, 488 <i>Parenting Skills</i> 487 <i>The Developing Brain</i> 478 <i>What Would You Do?</i> 479</p> <p>Teacher Wraparound Edition: C 480, 489; UA 474, 476, 479</p>

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7.7 Describe relationships during the school-age period with both friends and family	<p>Student Edition: 482-489 <i>Parenting Skills</i> 487 <i>Photo</i> 482, 484 <i>What Would You Do?</i> 486</p> <p>Teacher Wraparound Edition: C 489; RS 482; SP 484; UA 482, 486</p>