

KENTUCKY

Child & Adult Care Professionals

**Correlation with the Kentucky
Child Development I, Child
Development II, and
Child/Human Services
Courses, NCFCS, SCANS,
and
Responses to Family and
Consumer Services Evaluation
Tool**



**Adoption Group V
Commonwealth of
Kentucky
2004-2010**

Child Development Services I

ACADEMIC EXPECTATIONS	CONTENT/PROCESS	PAGE REFERENCES
1.2	<p>Students will:</p> <ul style="list-style-type: none"> describe the types of programs for group care of children. 	<p>SE: 431-436, 467-471, 483-486 <i>Places You Can work With Children: 79</i> <i>Safety First: 468</i></p> <p>IRG: 221-222, 239-240, 243-244, 247-248, 251-252</p>
1.2	<ul style="list-style-type: none"> identify the competencies of early childhood workers. 	<p>SE: 159-163, 213-217, 219, 231-234 <i>How To... 162, 307</i> <i>Safety First: 255, 304</i></p> <p>IRG: 239-240, 241-242, 245-246</p>
5.3	<ul style="list-style-type: none"> outline observation and opportunities in child care. 	<p>SE: 73-75 <i>Places You Can Work With Children: 79</i> <i>What Could I Be? 80</i></p> <p>IRG: 167-168, 189-190</p>
2.36	<ul style="list-style-type: none"> determine career opportunities in child care. 	<p>SE: 73-76 <i>Places You Can work with Children: 79</i> <i>How Much Education Do I Need? 81</i> <i>What Could I Be? 80</i></p> <p>IRG: 221-222, 229-230, 255-256</p>

Child Development Services I

ACADEMIC EXPECTATIONS	CONTENT/PROCESS	PAGE REFERENCES
6.1	<ul style="list-style-type: none"> analyze the principles of child development. 	SE: 27-35, 475-479 <i>Characteristics of Children at Risk:</i> 42 IRG: 237-238, 245-246, 249-250
6.3	<ul style="list-style-type: none"> examine the physical, cognitive, emotional and social development of infants, toddlers and preschool age children. 	SE: 27-35, 475-479 <i>Characteristics of Children at Risk:</i> 42 IRG: 237-238, 245-246, 249-250
5.5	<ul style="list-style-type: none"> analyze ways to accommodate special needs of exceptional and disabled children. 	SE: 495-501, <i>Ethics in Action:</i> 496 <i>Intergenerational Interactions:</i> 504 <i>Safety First:</i> 506 IRG: 253-254, 255-256
6.3	<ul style="list-style-type: none"> identify the types of records and tools to assess children’s growth and development. 	SE: 197-199 <i>Sequence Principles of Child Development:</i> 36 IRG: 237-238, 241-242, 247-248, 285-286
2.29	<ul style="list-style-type: none"> outline general safety precautions for children in group care. 	SE: 82-83 <i>Safety First:</i> 450, 468, 479 IRG: 241-242, 245-246, 249-250

Child Development Services I		
ACADEMIC EXPECTATIONS	CONTENT/PROCESS	PAGE REFERENCES
2.29	<ul style="list-style-type: none"> identify agencies that provide services to children and parents involved in child abuse and neglect. 	SE: 216 IRG: 14, 219-220, 231-232, 381-382
2.29	<ul style="list-style-type: none"> implement procedures for caring for an ill child. 	SE: 163-165, 166-167 IRG: 105-109, 167-168, 183-184
2.29	<ul style="list-style-type: none"> implement procedures for caring for a child who has had an accident. 	SE: 165-166, 171-172 IRG: 167-168, 183-184, 331-332
2.29	<ul style="list-style-type: none"> acquire CPR and first aid certification. 	SE: 165, 180, 185-186, 327 IRG: 105-106, 109-110
1.16	<ul style="list-style-type: none"> utilize computer technology in teaching young children. 	SE: 333, 335 <i>How To... 537</i> IRG: 211-212, 215-216, 249-250
1.11	<ul style="list-style-type: none"> analyze a daily schedule for infants, toddlers, and preschool children in group care. 	SE: 449-450, 467-468 IRG: 239-240, 243-244, 247-248

Child Development Services I		
ACADEMIC EXPECTATIONS	CONTENT/PROCESS	PAGE REFERENCES
5.2, 1.13, 2.3	<ul style="list-style-type: none"> organize art, music, language arts, math and science activities for young children. 	SE: 591-596, 597-601, 603-606, 632-634 <i>How To...</i> 602, 635, 645 IRG: 291-292, 293-294
2.16, 2.29	<ul style="list-style-type: none"> demonstrate skills in caring for young children in a variety of work sites. 	SE: 343-345 <i>Samples of NAEYC Accreditation Criteria:</i> 348-349 IRG: 241-242, 245-246, 249-250
2.36, 2.37	<ul style="list-style-type: none"> utilize activities of the Family, Career and Community Leaders of America student organization as an integral component of course content and leadership development. 	SE: 106 IRG: 25, 155
2.1, 2.8, 4.1	<ul style="list-style-type: none"> apply math, science and communication skills within technical content. 	SE: 591-596, 597-602, 603-608 <i>Independence Skills:</i> 594 <i>How To...</i> 602 IRG: 205-206, 277-278, 279-280, 427-428, 429-430

Child Development Services I		
ACADEMIC EXPECTATIONS	CONTENT/PROCESS	PAGE REFERENCES
2.37	<ul style="list-style-type: none"> demonstrate employability and social skills relevant to the career cluster. 	SE: 100-103, 132-133, 140-146 <i>Ethics in Action</i> 104, 147 IRG: 171-172, 173-174, 175-176, 177-178

Child Development Services II		
ACADEMIC EXPECTATIONS	CONTENT/PROCESS	PAGE REFERENCES
6.3	Students will: <ul style="list-style-type: none"> describe the physical, emotional, cognitive and social development of infants and toddlers. 	SE: 421-424, 444-448 <i>Safety First:</i> 425 <i>Ethics in Action:</i> 427 <i>Care Provider Response to Physical Development:</i> 434 <i>Responding to Toddlers' Fears:</i> 453 IRG: 237-238, 241-242, 245-246
6.3	<ul style="list-style-type: none"> demonstrate appropriate skills in feeding and dressing infants and toddlers. 	SE: 249-253, 257-259, 442-443 <i>How To...</i> 256 <i>Meal Patterns for Children:</i> 254 <i>Care Provider Response to Physical Development:</i> 434 IRG: 237-238, 241-242

Child Development Services II		
ACADEMIC EXPECTATIONS	CONTENT/PROCESS	PAGE REFERENCES
6.3	<ul style="list-style-type: none"> plan activities that encourage speech development of infants and toddler. 	SE: 427, 430, 445, 447-448 IRG: 237-238, 241-242
6.3	<ul style="list-style-type: none"> organize stimulating play activities for infants and toddlers. 	SE: 425-426, 436, 448, 451-452 <i>How To...</i> 437 IRG: 237-238, 241-242
1.11	<ul style="list-style-type: none"> demonstrate written and oral skills in communicating with parents about the infant's day. 	SE: 191-192, 433, 439 IRG: 237-238, 239-240
6.3	<ul style="list-style-type: none"> demonstrate skills in arranging furniture in a child development center for the health, safety and education of young children. 	SE: <i>Safety First:</i> 432, 444, 450, 468 IRG: 239-240, 243-244, 247-248
6.3	<ul style="list-style-type: none"> perform duties common to child development centers such as recording daily attendance and answering the phone. 	SE: 133, 139 IRG: 239-240, 243-244, 247-248, 251-252
6.3	<ul style="list-style-type: none"> prepare and serve breakfast, lunch and snacks. 	SE: 249-251, 253, 257-259 <i>Food Guide Pyramid:</i> 252 <i>Meal Patterns for Children:</i> 254 <i>How To...</i> 256 IRG: 197-198, 201-202

Child Development Services II		
ACADEMIC EXPECTATIONS	CONTENT/PROCESS	PAGE REFERENCES
5.1	<ul style="list-style-type: none"> identify the need for quality child development centers. 	SE: 405-406, 408 IRG: 219-220, 231-232
6.3	<ul style="list-style-type: none"> identify the legal requirements, tax laws and insurance issues in operating a child development center as a business. 	SE: 83, 140, 141, 142, 150, 215-216, 219, 410-411, 495-496 IRG: 233-234, 255-256
5.1	<ul style="list-style-type: none"> identify the steps involved in opening and operating a child development facility. 	SE: 350-356, 358-359, 449-453, 467-469, 483-487 <i>How To...</i> 357 IRG: 239-240, 243-244, 247-248
5.1	<ul style="list-style-type: none"> identify the characteristics of quality programs for infants, toddlers and preschool age children. 	SE: 340-345, 353-354 <i>Samples of NAEYC Accreditation Criteria:</i> 348-349 IRG: 239-240, 243-244, 247-248
5.1	<ul style="list-style-type: none"> use a filing and bookkeeping system for a child development center. 	SE: 363, 457 IRG: 239-240, 243-244, 247-248

Child Development Services II		
ACADEMIC EXPECTATIONS	CONTENT/PROCESS	PAGE REFERENCES
5.1	<ul style="list-style-type: none"> identify community resources available for use by a child development center. 	SE: 471 <i>Intergenerational Interactions:</i> 391, 454, 490, 504 IRG: 227-228, 247-248
2.16, 2.29	<ul style="list-style-type: none"> demonstrate skills in caring for young children in a variety of worksites. 	SE: 431-436, 449-453, 467-469 IRG: 241-242, 245-246, 249-250, 253-254
2.36, 2.37	<ul style="list-style-type: none"> utilize activities of the Family, Career and Community Leaders of America student organization as an integral component of course content and leadership development. 	SE: 106 IRG: 25, 155
2.1, 2.8, 4.1	<ul style="list-style-type: none"> apply math, science and communication skills within technical content. 	SE: 591-593, 597-601 <i>Independence Skills:</i> 594 <i>How To...</i> 602 IRG: 205-206, 277-278, 279-280, 427-428, 429-430
2.37	<ul style="list-style-type: none"> demonstrate employability and social skills relevant to the career cluster. 	SE: 100-103, 132-133, 140-146 <i>Ethics in Action:</i> 104, 147 IRG: 171-172, 173-174, 175-176, 177-178

Child/Human Development		
ACADEMIC EXPECTATIONS	CONTENT/PROCESS	PAGE REFERENCES
1.2, 4.2	<p>Students will:</p> <ul style="list-style-type: none"> • explain the types of human growth and development. 	<p>SE: 27-35 <i>Care Provider Response to Physical Development:</i> 434 <i>Average Heights and Weights of Toddlers:</i> 442 <i>Sequence Principles of Child Development:</i> 36</p> <p>IRG: 159-160</p>
1.3, 4.2	<ul style="list-style-type: none"> • recognize the effects of heredity and environment on human growth and development. • 	<p>SE: 38-42</p> <p>IRG: 161-162</p>
2.2	<ul style="list-style-type: none"> • describe the stages of human growth and development. 	<p>SE: 27-35 <i>Care Provider Response to Physical Development:</i> 434 <i>Average Heights and Weights of Toddlers:</i> 442 <i>Sequence Principles of Child Development:</i> 36</p> <p>IRG: 159-160</p>
2.2, 3.4, 4.2	<ul style="list-style-type: none"> • identify factors that promote optimum growth and development in the infancy and toddler stages, including physical growth, social and emotional development and intellectual development. 	<p>SE: 38-40, 427-428</p> <p>IRG: 211-212, 215-216, 237-238</p>

Child/Human Development		
ACADEMIC EXPECTATIONS	CONTENT/PROCESS	PAGE REFERENCES
2.29, 3.4, 4.2	<ul style="list-style-type: none"> identify factors that promote optimum growth and development in the preschool stage including social, emotional, and intellectual growth. 	SE: 459-464, 468-469 IRG: 211-212, 215-216, 245-246
2.29	<ul style="list-style-type: none"> recommend effective guidance techniques for dealing with misbehavior. 	SE: 281-283, 285, 287-289 <i>Independence Skills:</i> 284 <i>Safety First:</i> 286 IRG: 159-160
5.3	<ul style="list-style-type: none"> organize play activities for the pre-school child. 	SE: 459-464, 468-469, 646-647 IRG: 245-246, 247-248
2.2, 2.16, 3.4, 4.2	<ul style="list-style-type: none"> identify optimum growth and development in middle childhood including physical, intellectual, social and emotional development. 	SE: 475-479, 481-482 <i>How To:</i> 480 IRG: 249-250, 251-252
3.4, 4.2, 5.2	<ul style="list-style-type: none"> propose a plan to meet the needs of exceptional children. 	SE: 255, 395, 495-501, 502-503 IRG: 253-254, 255-256

Child/Human Development		
ACADEMIC EXPECTATIONS	CONTENT/PROCESS	PAGE REFERENCES
2.2, 2.16, 3.4, 4.2	<ul style="list-style-type: none"> characterize optimum growth and development in adolescence and adulthood. 	SE: 511-516, 519-523 <i>Independence Skills:</i> 528 IRG: 257-258, 259-260, 265-266
2.36	<ul style="list-style-type: none"> compile information about careers in child/human development. 	SE: 73-76 <i>Places You Can Work With Children:</i> 79 <i>What Could I Be?</i> 80 IRG: 221-222, 229-230, 255-256
2.36, 2.37	<ul style="list-style-type: none"> utilize activities of the Family, Career and Community Leaders of America student organization as an integral component of course content and leadership development. 	SE: 106 IRG: 25, 155
2.1, 2.8, 4.1	<ul style="list-style-type: none"> apply math, science and communication skills within technical content. 	SE: 591-593, 597-601 <i>Independence Skills:</i> 594 <i>How To...</i> 602 IRG: 205-206, 277-278, 279-280, 427-428, 429-430
2.37	<ul style="list-style-type: none"> demonstrate employability and social skills relevant to the career cluster. 	SE: 100-103, 132-133, 140-146 <i>Ethics in Action:</i> 104, 147 IRG: 171-172, 173-174, 175-176, 177-178

National Standards for Family and Consumer Sciences Education

4. EARLY CHILDHOOD, EDUCATION, AND SERVICES

STANDARDS	PAGE REFERENCES
<p>4.0 Integrate knowledge, skills, and practices required for careers in early childhood, education, and services.</p> <p>4.1 Analyze career paths within early childhood, education and services.</p>	<p>SE: 73-76 <i>Places You Can work with Children:</i> 79 <i>How Much Education Do I Need?</i> 81 <i>What Could I Be?</i> 80</p> <p>IRG: 221-222, 229-230, 255-256</p>
<p>4.2 Utilize developmentally appropriate practices and other child development theories when planning for early childhood, education, and services.</p>	<p>SE: 27-35, 475-479 <i>Characteristics of Children at Risk:</i> 42</p> <p>IRG: 237-238, 245-246, 249-250</p>
<p>4.3 Demonstrate integration of curriculum and instruction to meet children’s developmental needs and interests.</p>	<p>SE: 591-596, 597-601, 603-606, 632-634 <i>How To...</i> 602, 635, 645</p> <p>IRG: 205-206, 277-278, 279-280, 291-292, 293-294, 427-428, 429-430</p>
<p>4.4 Demonstrate a safe and healthy learning environment for children.</p>	<p>SE: <i>Safety First:</i> 432, 444, 450, 468</p> <p>IRG: 239-240, 243-244, 247-248</p>
<p>4.5 Demonstrate techniques for positive collaborative relationships with children.</p>	<p>SE: 41</p> <p>IRG: 239-240</p>

National Standards for Family and Consumer Sciences Education

4. EARLY CHILDHOOD, EDUCATION, AND SERVICES

STANDARDS	PAGE REFERENCES
4.6 Demonstrate professional practices and standards related to working with children.	SE: 340-345, 353-354 <i>Samples of NAEYC Accreditation Criteria:</i> 348-349 IRG: 239-240, 241-242, 243-244, 245-246, 247-248, 249-250

SCANS	
A Three-Part Foundation	
Basic Skills	PAGE REFERENCES
<p>Reads, writes, performs arithmetic and mathematical operations, listens and speaks</p> <ul style="list-style-type: none"> • A. Reading—locates, understands, and interprets written information in prose and in documents such as manuals, graphs, and schedules 	<p>SE: 101-102</p> <p>IRG: 23, 35, 103, 134, 136, 137</p>
<ul style="list-style-type: none"> • B. Writing—communicates thoughts, ideas, information, and messages in writing; and creates documents such as letters, directions, manuals, reports, graphs, and flow charts 	<p>SE: 100-101</p> <p>IRG: 129, 134, 143-144, 147-148, 171</p>
<ul style="list-style-type: none"> • C. Arithmetic/Mathematics—performs basic computations and approaches practical problems by choosing appropriately from a variety of mathematical techniques 	<p>SE: 102</p> <p>IRG: 23</p>
<ul style="list-style-type: none"> • D. Listening—receives, attends to, interprets, and responds to verbal messages and other cues 	<p>SE: 102, 116, 291-292</p> <p>IRG: 134, 135</p>
<ul style="list-style-type: none"> • E. Speaking—organizes ideas and communicates orally 	<p>SE: 100, 116</p> <p>IRG: 35, 134, 135, 171</p>

SCANS	
A Three-Part Foundation	
Thinking Skills	PAGE REFERENCES
<p>Thinks creatively, makes decisions, solves problems, visualizes, knows how to learn and reasons</p> <ul style="list-style-type: none"> • A. <u>Creative Thinking</u>—generates new ideas 	<p>SE: 103</p> <p>IRG: 35, 129, 136</p>
<ul style="list-style-type: none"> • B. <u>Decision Making</u>—specifies goals and constraints, generates alternatives, considers risks, and evaluates and chooses best alternative 	<p>SE: 103</p> <p>IRG: 136</p>
<ul style="list-style-type: none"> • C. <u>Problem Solving</u>—recognizes problems and devises and implements plan of action 	<p>SE: 103</p> <p>IRG: 35, 136</p>
<ul style="list-style-type: none"> • D. <u>Seeing Things in the Mind’s Eye</u>—organizes, and processes symbols, pictures, graphs, objects, and other information 	<p>SE: 444-445, 595</p>
<ul style="list-style-type: none"> • E. <u>Knowing How to Learn</u>—uses efficient learning techniques to acquire and apply new knowledge and skills 	<p>SE: 533-539</p> <p>IRG: 35, 136</p>
<ul style="list-style-type: none"> • F. <u>Reasoning</u>—discovers a rule or principle underlying the relationship between two or objects and applies it when solving a problem 	<p>SE: 103</p> <p>IRG: 136</p>

SCANS	
A Three-Part Foundation	
Personal Qualities	PAGE REFERENCES
<p>Displays responsibility, self-esteem, sociability, self-management, and integrity and honesty</p> <ul style="list-style-type: none"> • A. <u>Responsibility</u>—exerts a high level of effort and perseveres towards goal attainment 	<p>SE: 103</p> <p>IRG: 31, 132, 134, 135</p>
<ul style="list-style-type: none"> • B. <u>Self-Esteem</u>—believes in own self-worth and maintains a positive view of self 	<p>SE: 30, 325</p> <p>IRG: 36</p>
<ul style="list-style-type: none"> • C. <u>Sociability</u>—demonstrates understanding, friendliness, adaptability, empathy, and politeness in new and on-going group settings 	<p>SE: 257, 277-278, 325, 575-576, 579-581</p> <p>IRG: 133, 134, 136</p>
<ul style="list-style-type: none"> • D. <u>Self-Management</u>—assesses self accurately, sets personal goals, monitors progress, and exhibits self-control 	<p>SE: 31, 66, 132-133, 278, 302, 341, 350, 389, 503, 505</p> <p>IRG: 36, 134, 135, 138, 152</p>
<ul style="list-style-type: none"> • E. <u>Integrity/Honesty</u>—chooses ethical courses of action 	<p>SE: 126, 140-149</p> <p>IRG: 36, 133, 134, 135, 137</p>

SCANS	
Five Workplace Competencies	
Resources	PAGE REFERENCES
Identifies, organizes, plans, and allocates resources <ul style="list-style-type: none"> • <i>A. Time</i>—Selects goal-relevant activities, ranks them, allocates time, and prepares and follows schedules 	SE: 108, 120, 231, 239 IRG: 93-98, 99-100, 135
<ul style="list-style-type: none"> • <i>B. Money</i>—Uses or prepares budgets, makes forecasts, keeps records, and makes adjustments to meet objectives 	SE: 108, 363, 457 IRG: 135
<ul style="list-style-type: none"> • <i>C. Material and Facilities</i>—Acquires, stores, allocates, and uses materials or space efficiently 	SE: 108, 325-331, 332-337, 353-354, 367-368, 539, 599-600 <i>Intergenerational Interactions:</i> 369 IRG: 99, 135
<ul style="list-style-type: none"> • <i>D. Human Resources</i>—Assesses skills and distributes work accordingly, evaluates performance and provides feedback 	SE: 124-125, 136-137, 148, 348-349, 351-352, 353, 372-373, 382-383, 393-394 IRG: 133, 136

SCANS	
Five Workplace Competencies	
Interpersonal	PAGE REFERENCES
<ul style="list-style-type: none"> • <i>A. Participates as Member of a Team</i>—contributes to group effort 	<p>SE: 103-104, 121, 123, 136, 278</p> <p>IRG: 133, 134, 136</p>
<ul style="list-style-type: none"> • <i>B. Teaches Others New Skills</i> 	<p>SE: 43, 80, 81</p> <p>IRG: 136</p>
<ul style="list-style-type: none"> • <i>C. Serves Clients/Customers</i>—works to satisfy customers’ expectations 	<p>SE: 356-358</p> <p>IRG: 134</p>
<ul style="list-style-type: none"> • <i>D. Exercises Leadership</i>—communicates ideas to justify position, persuades and convinces others, responsibly challenges existing procedures and policies 	<p>SE: 105-106, 350-351, 370-371</p> <p>IRG: 132, 149-150</p>
<ul style="list-style-type: none"> • <i>E. Negotiates</i>—works toward agreements involving exchange of resources, resolves divergent interests 	<p>SE: 136-137, 148</p> <p>IRG: 136</p>
<ul style="list-style-type: none"> • <i>F. Works with Diversity</i>—works well with men and women from diverse backgrounds 	<p>SE: 74-75</p> <p>IRG: 136</p>

SCANS	
Five Workplace Competencies	
Information	PAGE REFERENCES
Acquires and uses information <ul style="list-style-type: none"> • <i>A. Acquires and Evaluates Information</i> 	SE: 107-108, 147, 152, 543 IRG: 132, 133, 134
<ul style="list-style-type: none"> • <i>B. Organizes and Maintains Information</i> 	SE: 107-108 IRG: 133
<ul style="list-style-type: none"> • <i>C. Interprets and Communicates Information</i> 	SE: 107-108, 147-148 IRG: 133, 134, 135
<ul style="list-style-type: none"> • <i>D. Uses Computers to Process Information</i> 	SE: 107-108, 136, 333, 586-587 <i>How to... 537</i> <i>Intergenerational Interactions: 335</i> IRG: 136

SCANS	
Five Workplace Competencies	
Systems	PAGE REFERENCES
<p>Understands complex inter-relationships</p> <ul style="list-style-type: none"> • <i>A. Understands Systems</i>—knows how social, organizational, and technological systems work and operates effectively with them 	<p>SE: 107-108, 136, 333, 586-587 <i>How to...</i> 537 <i>Intergenerational Interactions:</i> 335</p> <p>IRG: 136</p>
<ul style="list-style-type: none"> • <i>B. Monitors and Corrects Performance</i>—distinguishes trends, predicts impacts on systems operations, diagnoses deviations in systems' performance and corrects malfunctions 	<p>SE: 103, 325</p> <p>IRG: 136</p>
<ul style="list-style-type: none"> • <i>C. Improves or Designs Systems</i>—suggests modifications to existing systems and develops new or alternative systems to improve performance 	<p>SE: 137</p> <p>IRG: 136</p>

SCANS	
Five Workplace Competencies	
Technology	PAGE REFERENCES
<p>Works with a variety of technologies</p> <ul style="list-style-type: none"> • <i>A. Selects Technology</i>—chooses procedures, tools or equipment including computers and related technologies 	<p>SE: 107-108, 136, 333, 586-587 <i>How to...</i> 537 <i>Intergenerational Interactions:</i> 335</p> <p>IRG: 136</p>
<ul style="list-style-type: none"> • <i>B. Applies Technology</i>—Understands overall intent and proper procedures for setup and operation of equipment 	<p>SE: 107-108, 136, 333, 586-587 <i>How to...</i> 537 <i>Intergenerational Interactions:</i> 335</p> <p>IRG: 136</p>
<ul style="list-style-type: none"> • <i>C. Maintains and Troubleshoots Equipment</i>—Prevents, identifies, or solves problems with equipment, including computers and other technologies 	<p>SE: 107-108, 136, 333, 586-587 <i>How to...</i> 537 <i>Intergenerational Interactions:</i> 335</p> <p>IRG: 136</p>

Family and Consumer Services Evaluation Tool

Content–Family & Consumer Science	Comments
Family	References to families can be found throughout the Student Edition. For examples, see pages 83, 135, 147-148, and 402-419.
Childcare/Parenting	Unit 6, <i>Providing Care</i> , provides instruction on childcare. References to parenting can be found throughout the Student Edition. For examples, see pages 43-45, 433, 449-450, and 505.
Child/Adolescent/Human Development	Unit 2, <i>Life Span Development</i> , provides instruction on child and adult development principles.
Interpersonal Relationships	References to interpersonal relationships can be found throughout the Student Edition. For examples, see pages 61 and 66.
Goal Setting/Decision Making	References to goal setting can be found throughout the Student Edition and Instructor Resource Guide (IRG). For examples, see Student Edition pages 132-133, 302, 341, 350, 389, 503, and 505, and IRG page 151. References to decision making can also be found throughout the Student Edition and IRG. For examples, see Student Edition page 103 and IRG page 136.

Consumerism	References to consumerism related topics can be found throughout the Student Edition. For examples, see pages 73-74 and 84.
Foods/Nutrition	Chapter 10, <i>Meeting Nutritional Needs</i> , provides instruction on nutrition for children and older adults.
Apparel/Textiles	References to clothing can be found in the Student Edition on pages 115 and 143-144.
Housing Interiors	References to furniture can be found in the Student Edition on pages 310, 335, and 450.
Hospitality Careers	Information on hospices can be found in the Student Edition on page 68.
FCCLA; Family, Careers, Community Leaders of America	References to FCCLA can be found in the Student Edition on page 106 and in the IRG on pages 25 and 155.

Instruction and Assessment	Comments
Builds on Student Ideals	The <i>Ethics in Action</i> feature found throughout the Student Edition address ethical dilemmas students often face in the workplace. Work ethic indicators and activities can be found in the IRG on page 137, <i>Developing a Strong Work Ethic</i> .
Engages Students	Each chapter in the Student Edition begins with elements designed to quickly launch a student's focus and interest on the chapter's topic. Each <i>Chapter Opener</i> in the Student Edition helps students organize their study of chapter concepts. Learning objectives help students preview what they will learn.
Develops Family & Consumer Science Ideas	In <i>Glencoe Accounting: Real World Applications and Connections, First-Year Course</i> new learning is based on previous knowledge, with each new concept building on a prior experience. Much like an accounting cycle where records are maintained through a sequence of procedures and activities, the instruction in the Student Edition follows an organized flow of concept development.

Instruction and Assessment (continued)	Comments
Promotes Student Thinking	<p><i>Glencoe Child and Adult Care Professionals</i> contains a variety of practice materials to help students transfer textbook learning to practical applications. Features such as <i>Boosting Brain Power</i> and <i>Ethics in Action</i> found throughout the Student Edition help students to apply their critical thinking and decision-making skills based on chapter concepts.</p>

Assesses Student Progress	<p>Each section in the Student Edition ends with a <i>Section Knowledge Test</i>. <i>Chapter Review & Activities</i> can be found at the end of each chapter. <i>Section Tests</i> in the IRG assess students' knowledge of key terms, concepts, and skills necessary for early childhood and older adult care professions. Teaching strategies for conducting <i>Performance Assessment</i> can be found on IRG pages 35-38. The <i>CDA Competency Checklist</i> provides a means for students to track their progress in meeting the Child Development Associate Competency Goals.</p>
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Instruction and Assessment (continued)	Comments
Enhances The Learning Environment	<p><i>Glencoe Child and Adult Care Professionals</i> has all of the right elements for your high school early childhood or adult care programs. The Student Edition is packed with great charts, illustrations, and features. The direct, yet descriptive writing style is easy to understand and full of need-to-know information regarding developmental issues that impact children and older adults along with learning how to set up educational and recreational activities that are inclusive and culturally diverse.</p>
Reading level is appropriate for interest and ability level of intended student group: level remains consistent throughout.	<p><i>Glencoe Child and Adult Care Professionals</i> offers engaging, relevant, and appropriate content written at the correct reading level for your high school program. Phonetic pronunciation guides will help your students learn the vocabulary introduced in <i>Glencoe Child and Adult Care Professionals</i>.</p>

<p style="text-align: center;">Instruction and Assessment (continued)</p>	<p style="text-align: center;">Comments</p>
<p>Commonwealth Accountability Testing System (CATS) “like” Assessment is provided</p>	<p><i>Section Tests</i> in the IRG assess students’ knowledge of key terms, concepts, and skills necessary for early childhood and older adult care professions.</p>
<p>Variety of Assessments (diagnostic, formative, summative, open response, multiple choice, individual, small group, oral, demonstrations, presentations, self and peer performance, portfolio prompts) is included.</p>	<p>Each section in the Student Edition ends with a <i>Section Knowledge Test</i>. <i>Chapter Review & Activities</i> can be found at the end of each chapter. <i>Section Tests</i> in the IRG assess students’ knowledge of key terms, concepts, and skills necessary for early childhood and older adult care professions. Teaching strategies for conducting <i>Performance Assessment</i> can be found on IRG pages 35-38. The <i>CDA Competency Checklist</i> provides a means for students to track their progress in meeting the Child Development Associate Competency Goals.</p>

<p style="text-align: center;">Instruction and Assessment (continued)</p>	<p style="text-align: center;">Comments</p>
<p>Includes activities and opportunities for integration of technology.</p>	<p>A discussion of technology as it relates to employment can be found on Student Edition pages 107-108. <i>Additional Child & Adult Care Resources</i> on IRG pages 12-20 provides a Web site list of resources for you and your students in regard to early childhood care and education, older adult day care, and intergenerational care.</p>
<p>Reflects researched-based practices (e.g. hands-on activities, technology, problem-solving situations)</p>	<p><i>Glencoe Child & Adult Care Professionals</i> has all of the right elements for your high school early childhood or adult care programs. The authors provide a current and practical workplace view reflecting the trends in quality early childhood education and care, older adult day care, and intergenerational care. Hands-on activities, technology, and problem-solving situations are integrated throughout <i>Glencoe Child & Adult Care Professionals</i>.</p>
<p>Differentiation techniques and activities suggested.</p>	<p><i>Glencoe Child & Adult Care Professionals</i> offers engaging, relevant, and appropriate content for the widest range of learners – from young scholars and athletes to visual learners and low achievers. The research-based content is presented in a visually dynamic style that will engage and motivate your students. The program has been designed to offer a variety of lesson plan options and embedded assessment that develop the knowledge, child and adult care skills, behaviors, and problem-solving skills of all your students – regardless of their learning styles and ability levels.</p>

Organization and Structure	Comments
<p>Organization is logical and allows for spiraling of content.</p>	<p><i>Glencoe Child & Adult Care Professionals</i> is composed of 28 chapters organized into 6 units. Each chapter contains 2-4 sections. Each section follows a straight forward format, beginning with <i>Objectives</i>, <i>Key Terms</i>, and a brief description of the section content to help students connect what they learn to the real world of work. Each section closes with a <i>Section Knowledge Assessment</i> which includes a question about the section content and a <i>Mini-Lab</i>. Each chapter closes with a <i>Chapter Review & Activities</i> which includes <i>Section Summaries</i>, <i>Check Your Knowledge</i>, <i>Thinking Critically</i>, <i>Practical Applications</i>, and <i>Building Your Portfolio</i>.</p>
<p>Vocabulary and key terms are clearly defined and easily accessible within each lesson.</p>	<p>Each section begins with a list of the <i>Key Terms</i> presented in the section. These key terms are found in bold-face type where they are defined in the section.</p>

<p style="text-align: center;">Organization and Structure (continued)</p>	<p style="text-align: center;">Comments</p>
<p>Visual illustrations (e.g. graphs, charts, models) and examples are clearly presented and content-related</p>	<p>Graphs, charts, and models are used throughout the book to illustrate concepts. Examples are related to the content of the section.</p>
<p>Illustrations and language reflect diversity (e.g. racial, ethnic, cultural, age, gender, disabilities).</p>	<p>A variety of situations that reflect diversity are presented throughout the text.</p>
<p>Legible type, length of lines, spacing, and page layout and widths of margins contribute to overall appearance and use.</p>	<p><i>Glencoe Child & Adult Care Professionals</i> has achieved the highest degree of accuracy through rigorous scientifically-based research. This edition is the product of the most recent research studies, teacher feedback, and detailed editorial development. The result is an up-to-date, solid foundation for an engaging, stimulating, and high-quality child and adult care education course for your students.</p>
<p>Student materials seem durable and conducive to daily use.</p>	<p>The very best materials are used in all Glencoe products. The materials are easy for students to use, both in school and at home.</p>
<p>Includes sufficient glossary, index and appendices.</p>	<p>The <i>Glossary</i> can be found on pages 664-673. The <i>Index</i> can be found on pages 674-686.</p>

Organization and Structure (continued)	Comments
<p>Employs accurate grammar and spelling.</p>	<p><i>Glencoe Child & Adult Care Professionals</i> has achieved the highest degree of accuracy through rigorous scientifically-based research. This edition is the product of the most recent research studies, teacher feedback, and detailed editorial development.</p>
<p>Organization of material can be effectively used with Standards Based Units, Core Content and Program of Studies.</p>	<p>The correlation between <i>Glencoe Child & Adult Care Professionals</i> and the Kentucky Child Development I, Child Development II, and Child/Human Development courses is strong.</p>

Resource Materials	Comments
<p>Teacher materials coordinate easily with student materials (e.g. additional resources included at point of need, student pages shown, integration of technology indicated).</p>	<p>Instructional plans for each section in the Student Edition are contained in the IRG. Each <i>Instructional Plan</i> includes suggestions for using additional resources and integration of technology.</p>

Resource Materials (continued)	Comments
Activities are included that adapt to the various learning styles, intelligences, and interest/ability levels.	The <i>Special Populations</i> section of the IRG offers suggestions and activities for teaching students with a variety of special needs. Included in this section is a <i>Multiple Intelligences</i> chart on IRG page 43 describes the eight ways of learning and provides descriptions of and activities for each type of learner.
Extension activities including adaptations and accommodations for students with special needs.	The <i>Special Populations</i> section of the IRG offers suggestions and activities for teaching students with a variety of special needs. The <i>Meeting Special Needs</i> chart on IRG pages 41 and 42 provides helpful resources and strategies for learning and other types of disabilities.
Resources provide objectives, background information, common student errors, hints, advice for lesson implementation and real-world connections, connections with career and/or technology and references (e.g. solution manuals, study guides).	Each section in the Student Edition begins with a list of <i>Objectives</i> for the section and a brief description of the section content. Common student errors, hints, and advice for lesson implementation can be found throughout the IRG. Real-world connections and connections with career and/or technology can be found throughout the Student Edition and the IRG. A multitude of references are available.

Resource Materials (continued)	Comments
Suggestions are made for integration of themes and/or interdisciplinary instruction.	Suggestions for integration of themes and/or interdisciplinary instruction can be found throughout the Student Edition and the IRG.
Integration opportunities suggested and examples given.	Integration opportunities are suggested and examples are given throughout the Student Edition and the IRG.
Teacher resources are available online.	The <i>Additional Child & Adult Care Resources</i> section in the IRG provides a list of Web sites that contain resources for you in regard to early childhood care and education, older adult day care, and intergenerational care.
Online resources available – Repeat of information in text.	The <i>Additional Child & Adult Care Resources</i> section in the IRG provides a list of Web sites that contain resources for you and your students in regard to early childhood care and education, older adult day care, and intergenerational care.
Online resources available – Practice skills only.	The <i>Additional Child & Adult Care Resources</i> section in the IRG provides a list of Web sites that contain resources for you and your students in regard to early childhood care and education, older adult day care, and intergenerational care.

<p>Online resources available – New application materials.</p>	<p>The <i>Additional Child & Adult Care Resources</i> section in the IRG provides a list of Web sites that contain resources for you and your students in regard to early childhood care and education, older adult day care, and intergenerational care.</p>
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