

Glencoe

The Developing Child

Correlation with Kentucky Child Development I, Child Development II, and Child/Human Services courses, 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: 613-615, 618, 620-622, 625 <i>Ask the Experts:</i> 619 <i>Learning Centers in the Early Childhood Classroom:</i> 616-617</p> <p>TWE: CA 615 DK 615, 616, 621 M 613 MS 614, 615, 620</p>
1.2	<ul style="list-style-type: none"> identify the competencies of early childhood workers. 	<p>SE: 23, 45, 47, 636-640</p> <p>TWE: CA 45</p>
1.2	<ul style="list-style-type: none"> explain the philosophies of leading child development theorists. 	<p>SE: 30-31, 324-328, 484-485, 535-537</p> <p>TWE: CA 30, 31 LS 325</p>
5.3	<ul style="list-style-type: none"> outline observation and participation techniques used when working with young children. 	<p>SE: 38-42</p> <p>TWE: A 39 CC 40 DK 39 LS 39, 40 M 38 MS 41</p>

Child Development Services I

ACADEMIC EXPECTATIONS	CONTENT/PROCESS	PAGE REFERENCES
2.36	<ul style="list-style-type: none"> determine career opportunities in child care. 	<p>SE: 44-46 <i>Career Opportunities</i> 68, 100, 125, 234, 304, 358, 417, 439, 499, 527, 588, 612</p> <p>TWE: AL 68, 125, 234, 417 MS 102</p>
6.1	<ul style="list-style-type: none"> analyze the principles of child development. 	<p>SE: 250-259, 296-303, 305-313, 320-328, 330-339, 348-357, 378-391, 393-401, 408-416, 436-443, 458-467, 469-477, 484-492, 512-519, 520-526, 528-534, 535-541</p> <p>TWE: CA 516 CC 297, 485 DK 321 TA 251</p>
6.3	<ul style="list-style-type: none"> examine the physical, cognitive, emotional and social development of infants, toddlers and preschool age children. 	<p>SE: 250-259, 296-303, 305-313, 320-328, 330-339, 348-357, 378-391, 393-401, 408-416</p> <p>TWE: CA 332, 411 CC 297 IH 251 M 296, 305 PA 394 VA 320</p>

Child Development Services I

ACADEMIC EXPECTATIONS	CONTENT/PROCESS	PAGE REFERENCES
5.5	<ul style="list-style-type: none"> analyze ways to accommodate special needs of exceptional and disabled children. 	<p>SE: 103, 159-161, 497-498, 500-502, 581-587 <i>Career Opportunities:</i> 499 <i>Connections:</i> 507</p> <p>TWE: CC 500 DK 498, 583</p>
6.3	<ul style="list-style-type: none"> identify the types of records and tools to assess children’s growth and development. 	<p>SE: 39-40, 311-312, 349-350, 436-437, 514 <i>Career Opportunities</i> 358 <i>Health Tip</i> 255 <i>When Emotions Develop</i> 308-309</p> <p>TWE: IH 251, 382 TA 40 VL 350</p>
2.29	<ul style="list-style-type: none"> outline general safety precautions for children in group care. 	<p>SE: 548-553, 610-611, 615, 618 <i>Parenting With Care:</i> 210-211</p> <p>TWE: CC 610 DA 618 LS 549</p>
2.29	<ul style="list-style-type: none"> identify agencies that provide services to children and parents involved in child abuse and neglect. 	<p>SE: 591-592 <i>Connections</i> 293, 603</p> <p>TWE: VA 589</p>

Child Development Services I

ACADEMIC EXPECTATIONS	CONTENT/PROCESS	PAGE REFERENCES
2.29	<ul style="list-style-type: none"> implement procedures for caring for an ill child. 	SE: 564-573 TWE: AE 571 CA 565, 569 CC 565 DK 565, 566, 567 PA 572 TA 569 VL 566, 568
2.29	<ul style="list-style-type: none"> implement procedures for caring for a child who has had an accident. 	SE: 548-562 TWE: CA 549, 555 CC 550, 552 DA 549, 555 DK 551, 553, 554 IH 556, 557, 558 IT 552, 560 LS 549, 553 OP 548, 550 PA 558 TA 551 VL 550, 554
2.29	<ul style="list-style-type: none"> acquire CPR and first aid certification. 	SE: 562, 553
1.16	<ul style="list-style-type: none"> utilize computer technology in teaching young children. 	SE: 538 <i>Technology Connection:</i> 343, 431, 507, 545, 629 TWE: DK 419 MS 540

Child Development Services I

ACADEMIC EXPECTATIONS	CONTENT/PROCESS	PAGE REFERENCES
1.11	<ul style="list-style-type: none"> analyze a daily schedule for infants, toddlers, and preschool children in group care. 	<p>SE: 620-622 <i>Thinking Critically:</i> 628 <i>Workplace Connection:</i> 629</p> <p>TWE: CA 341 DK 621 LS 622 ML 620</p>
5.2, 1.13, 2.3	<ul style="list-style-type: none"> organize art, music, language arts, math and science activities for young children. 	<p>SE: 419, 488, 491-492, 616-618</p> <p>TWE: AA 23, 618 DK 616 LS 616</p>
2.16, 2.29	<ul style="list-style-type: none"> demonstrate skills in caring for young children in a variety of work sites. 	<p>SE: 606-625 <i>Career Opportunities:</i> 612</p> <p>TWE: BC 612 CA 607 CC 607 DK 609 E 611 IT 609 LS 610 M 613 MS 607, 608, 614 OP 606, 613</p>
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. 	<p>SE: <i>Career Success Handbook:</i> 638</p> <p>TWE: N/A</p>

Child Development Services I

ACADEMIC EXPECTATIONS	CONTENT/PROCESS	PAGE REFERENCES
2.1, 2.8, 4.1	<ul style="list-style-type: none"> apply math, science and communication skills within technical content. 	<p>SE: 48-49, 486-487 <i>Career Opportunities:</i> 68 <i>Career Success Handbook:</i> 636-638 <i>Practicing Parenting:</i> 488</p> <p>TWE: BC 68 CA 487 LS 537 MA 271 SA 48</p>
2.37	<ul style="list-style-type: none"> demonstrate employability and social skills relevant to the career cluster. 	<p>SE: 48-49 <i>Career Success Handbook:</i> 631-636, 636-641, 641-642, 642</p> <p>TWE: CA 48 EN 49 SA 48</p>

Child Development Services II

ACADEMIC EXPECTATIONS	CONTENT/PROCESS	PAGE REFERENCES
6.3	<p>Students will:</p> <ul style="list-style-type: none"> describe the physical, emotional, cognitive and social development of infants and toddlers. 	<p>SE: 246-290, 294-314, 318-340, 346-375, 376-405, 406-428</p> <p>TWE: BC 267 DK 254 IH 251, 255 MS 252, 259, 265 OP 250, 260, 264 PA 253, 263, 269</p>

Child Development Services II

ACADEMIC EXPECTATIONS	CONTENT/PROCESS	PAGE REFERENCES
6.3	<ul style="list-style-type: none"> demonstrate appropriate skills in feeding and dressing infants and toddlers. 	<p>SE: 270-272, 274-277, 280-286, 359-364, 366-368 <i>Ask the Experts:</i> 273</p> <p>TWE: DK 271, 276 EN 277 HT 275 IH 283 IT 275 MS 276, 283 OP 274</p>
6.3	<ul style="list-style-type: none"> plan activities that encourage speech development of infants and toddlers. 	<p>SE: 323, 331, 336-339, 423-427</p> <p>TWE: AE 338 CA 337 CC 337 DK 337, 338 PA 336, 424</p>
6.3	<ul style="list-style-type: none"> organize stimulating play activities for infants and toddlers. 	<p>SE: 332-334, 421-423 <i>Ask the Experts:</i> 415 <i>Parenting With Care:</i> 290-291, 340-341 <i>Safety Tip:</i> 335</p> <p>TWE: CA 290, 291, 333 DA 291, 332 DK 422 M 290 MS 334 PA 333 ST 335 TA 290</p>

Child Development Services II

ACADEMIC EXPECTATIONS	CONTENT/PROCESS	PAGE REFERENCES
1.11	<ul style="list-style-type: none"> demonstrate written and oral skills in communicating with parents about infant's day. 	SE: 620, 621-622 <i>Career Opportunities:</i> 612 TWE: MS 620 TA 621 LS 622 PA 624
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: 332, 549, 615-618 <i>Parenting With Care:</i> 210-211, 372-373 TWE: CA 372 CC 372 MS 615 VL 616
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: 48-49, 620, 621-622 <i>Parenting With Care:</i> 626-627 TWE: CA 620 CC 626 DK 621 LS 622 MS 620 TA 621, 622

Child Development Services II

ACADEMIC EXPECTATIONS	CONTENT/PROCESS	PAGE REFERENCES
6.3	<ul style="list-style-type: none"> prepare and serve breakfast, lunch and snacks. 	SE: 270-277, 359-364 TWE: AE 273 DA 364 DB 362 DK 276, 361 IH 272 MA 271 MS 273, 276 OP 274, 359 TA 274, 360, 363 VL 361, 362
5.1	<ul style="list-style-type: none"> identify the need for quality child development centers. 	SE: 62, 101-111 <i>Ask The Experts:</i> 619 TWE: AE 104 DA 102, 103 DK 107, 110 DP 104 IH 105 IT 103, 110 LS 106 MS 105 OP 101 PA 109 PP 106
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: 103, 105-108, 110 TWE: A 105 IH 105 PP 106

Child Development Services II

ACADEMIC EXPECTATIONS	CONTENT/PROCESS	PAGE REFERENCES
5.1	<ul style="list-style-type: none"> identify the steps involved in opening and operating a child development facility. 	SE: 45 TWE: N/A
5.1	<ul style="list-style-type: none"> identify the characteristics of quality programs for infants, toddlers, and preschool age children. 	SE: 62, 101-111 <i>Ask The Experts:</i> 619 TWE: AE 104 DA 102, 103 DK 107, 110 DP 104 IH 105 IT 103, 110 LS 106 MS 105 OP 101 PA 109 PP 106
5.1	<ul style="list-style-type: none"> use a filing and bookkeeping system for a child development center. 	SE: <i>Workplace Connections:</i> 118 TWE: BC 612
5.1	<ul style="list-style-type: none"> identify community resources available for use by a child development center. 	SE: 79, 115, 431, 562, 603 TWE: BC 612

Child Development Services II

ACADEMIC EXPECTATIONS	CONTENT/PROCESS	PAGE REFERENCES
<p style="text-align: center;">2.16, 2.29</p>	<ul style="list-style-type: none"> • demonstrate skills in caring for young children in a variety of work sites. 	<p>SE: 606-625</p> <p>TWE: BC 612 CA 607 CC 607 DK 609 E 611 IT 609 LS 610 M 613 MS 607, 608, 614 OP 606, 613</p>
<p style="text-align: center;">2.36, 2.37</p>	<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. 	<p>SE: <i>Career Success Handbook:</i> 638</p> <p>TWE: BC 612</p>
<p style="text-align: center;">2.1, 2.8, 4.1</p>	<ul style="list-style-type: none"> • apply math, science and communication skills within technical content. 	<p>SE: 48-49, 486-487 <i>Career Success Handbook:</i> 636-638 <i>Career Opportunities:</i> 68 <i>Practicing Parenting:</i> 488</p> <p>TWE: BC 68 CA 487 LS 537 MA 271 SA 48</p>

Child Development Services II		
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: 48-49 <i>Career Success Handbook:</i> 631-636, 636-641, 641-642, 642 TWE: CA 48 EN 49 SA 48

Child/Human Development		
ACADEMIC EXPECTATIONS	CONTENT/PROCESS	PAGE REFERENCES
1.2, 4.2	Students will: <ul style="list-style-type: none"> explain the types of human growth and development. 	SE: 250-256, 258-266, 296-303, 305-309, 311-313 TWE: BC 267 DB 299 DK 254, 298 IH 251, 255 IT 258 LS 261, 297 MS 252, 265 OP 250, 260, 264 PA 253, 263

Child/Human Development		
ACADEMIC EXPECTATIONS	CONTENT/PROCESS	PAGE REFERENCES
1.3,4.2	<ul style="list-style-type: none"> recognize the effects of heredity and environment on human growth and development. 	<p>SE: 34-35, 58-59, 162, 252, 514-515</p> <p>TWE: A 34 CA 162 CC 34 DK 58 IH 35 IT 35 PA 59, 515</p>
2.2	<ul style="list-style-type: none"> describe the stages of human growth and development. 	<p>SE: 250-256, 258-259, 260-266, 296-303, 305-307, 208-309, 311-313</p> <p>TWE: OP 250, 260, 264 IH 251, 255 MS 252, 265 PA 253, 263 DK 254, 298 IT 258 LS 261, 297 BC 267 DB 299</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: 250-256, 258-266, 296-303, 305-309, 311-313</p> <p>TWE: BC 267 DK 254, 298 IH 251, 255 IT 258 LS 261, 297 MS 252, 265 OP 250, 260, 264 PA 253, 263 DB 299</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 development. 	SE: 436-443, 444-451, 458-467, 469-477, 483-492, 493-503 TWE: OP 436, 458 PA 437, 442, 445 DK 437, 460 MS 438, 441, 449 LS 447, 459 IT 450
2.29	<ul style="list-style-type: none"> recommend effective guidance techniques for dealing with misbehavior. 	SE: 88-99, 378-391, 399-401, 442, 459-461, 472-476, 532-534, 622-625 TWE: AE 400 DK 91, 93, 94, 95 IT 89, 380 LS 387 MS 90, 92 OP 88 PA 91, 93, 96 PP 382
2.9	<ul style="list-style-type: none"> organize play activities for the pre-school child. 	SE: 414-416, 421-423 TWE: AS 415 DK 422 LS 423 MS 414

Child/Human Development		
ACADEMIC EXPECTATIONS	CONTENT/PROCESS	PAGE REFERENCES
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: 436-451, 458-467, 469-477, 483-503 TWE: DK 437, 460 IT 450 LS 447, 459 MS 438, 441, 449 OP 436, 458 PA 437, 442, 445, 446, 448
3.4, 4.2, 5.2	<ul style="list-style-type: none"> propose a plan to meet the needs of exceptional children. 	SE: 578-587 TWE: AE 584 DK 583, 586 IH 585 LS 582 OP 580 PA 584 PP 581
2.2, 2.16, 3.4 4.2	<ul style="list-style-type: none"> characterize optimum growth and development in adolescence and adulthood. 	SE: 118-119, 188, 512-519, 520-526 TWE: HT 515 IH 514 LS 513, 517, 521 MS 524, 532 OP 512, 520, 528 PA 515, 531, 538

Child/Human Development		
ACADEMIC EXPECTATIONS	CONTENT/PROCESS	PAGE REFERENCES
2.36	<ul style="list-style-type: none"> • compile information about careers in child/human develop. 	SE: 44-46 <i>Career Opportunities:</i> 68, 100, 125, 234, 304, 358, 417, 439, 499, 527, 588, 612 TWE: AL 68, 125, 234 MS 102
1.3,4.2	<ul style="list-style-type: none"> • recognize the effects of heredity and environment on human growth and development. 	SE: 34-35, 58-59, 162, 252, 514-515 TWE: A 34 CA 162 CC 34 DK 58 IH 35 IT 35 PA 59, 515
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: <i>Career Success Handbook:</i> 638 TWE: N/A

Child/Human Development		
ACADEMIC EXPECTATIONS	CONTENT/PROCESS	PAGE REFERENCES
2.1, 2.8, 4.1	<ul style="list-style-type: none"> • apply math, science and communication skills within technical content. 	<p>SE: 48-49, 486-487 <i>Career Success Handbook:</i> 636-638 <i>Career Opportunities:</i> 68 <i>Practicing Parenting:</i> 488</p> <p>TWE: BC 68 CA 487 LS 537 MA 271 SA 48</p>
2.37	<ul style="list-style-type: none"> • demonstrate employability and social skills relevant to the career cluster. 	<p>SE: 48-49 <i>Career Success Handbook:</i> 631-636, 636-641, 641-642, 642</p> <p>TWE: CA 48 EN 49 SA 48</p>

National Standards for Family and Consumer Sciences Education

12. HUMAN DEVELOPMENT

STANDARDS	LESSON REFERENCES
<p>12.0 Analyze factors that impact human growth and development.</p> <p>12.1 Analyze principles of human growth and development across the life span.</p>	<p>SE & TWE: 1-1, 1-2, 2-1, 2-2, 3-1, 4-1, 5-1, 6-1, 7-1, 7-2, 7-3, 8-1, 8-2, 9-1, 9-2, 10-1, 10-2, 11-1, 11-2, 12-1, 12-2, 13-1, 13-2, 14-1, 14-2, 15-1, 15-2, 16-1, 16-2, 17-1, 17-2, 17-3, 17-4, 18-2, 19-1, 19-2</p>
<p>12.2 Analyze conditions that influence human growth and development.</p>	<p>SE & TWE: 1-2, 2-1, 2-2, 3-1, 4-2, 5-1, 5-2, 5-3, 6-1, 6-2, 7-2, 7-3, 8-1, 8-2, 8-3, 8-4, 9-1, 9-2, 10-1, 10-2, 11-1, 11-2, 12-1, 12-2, 13-1, 13-2, 14-1, 14-2, 15-1, 15-2, 16-1, 16-2, 17-1, 17-2, 17-2, 17-4, 18-1, 18-2, 19-1, 19-2, 19-3, 20-1, 20-2</p>
<p>12.3 Analyze strategies the promote growth and development across the life span.</p>	<p>SE & TWE: 1-1, 1-2, 2-2, 3-2, 4-2, 5-1, 5-3, 6-1, 6-2, 6-3, 7-2, 7-3, 8-1, 8-2, 8-3, 8-4, 9-1, 9-2, 10-1, 10-2, 11-1, 11-2, 12-1, 12-2, 13-1, 13-2, 14-1, 14-2, 15-1, 15-2, 16-1, 16-2, 17-1, 17-2, 17-3, 17-4, 18-2, 19-1, 19-2, 20-1, 20-2</p>

National Standards for Family and Consumer Sciences Education

15. PARENTING

STANDARDS	PAGE REFERENCES
<p>15.0 Evaluate the impact of parenting roles and responsibilities on strengthening the well-being of individuals and families.</p> <p>15.1 Analyze roles and responsibilities of parenting.</p>	<p>SE & TWE: 1-1, 1-2, 2-2, 3-1, 3-2, 4-2, 5-1, 5-3, 6-1, 6-2, 6-3, 7-2, 7-3, 8-1, 8-2, 8-3, 8-4, 9-1, 9-2, 10-1, 10-2, 11-1, 11-2, 12-1, 12-2, 13-1, 13-2, 14-1, 14-2, 15-1, 15-2, 16-1, 16-2, 17-1, 17-2, 17-3, 17-4, 18-1, 18-2, 19-1, 19-2, 19-3, 20-1</p>
<p>15.2 Evaluate parenting practices that maximize human growth and development.</p>	<p>SE & TWE: 1-1, 1-2, 2-2, 3-2, 4-2, 5-1, 5-4, 6-1, 6-2, 6-3, 7-2, 7-3, 8-12, 8-2, 8-3, 8-4, 9-1, 9-2, 10-1, 10-2, 11-1, 11-2, 12-1, 12-2, 13-1, 13-2, 14-1, 14-2, 15-1, 15-2, 16-1, 16-2, 17-1, 17-2, 17-3, 17-4, 19-1, 19-2, 19-3</p>
<p>15.3 Evaluate external support systems that provide services for parents.</p>	<p>SE & TWE: 1-2, 1-4, 2-1, 2-2, 3-1, 3-2, 3-3, 4-1, 4-2, 5-2, 5-3, 6-1, 6-2, 6-3, 7-1, 7-2, 8-1, 8-2, 9-2, 10-2, 11-2, 13-2, 14-1, 14-2, 15-1, 16-1, 16-2, 17-1, 17-4, 18-1, 18-2, 19-1, 19-2, 19-3</p>
<p>15.4 Analyze physical and emotional factors related to beginning the parenting process.</p>	<p>SE & TWE: 1-1, 1-2, 2-1, 2-2, 3-1, 3-2, 3-3, 4-1, 4-2, 5-1, 5-2, 5-3, 5-4, 6-1, 6-2, 6-3, 7-1, 7-2, 7-3, 8-3, 9-1, 9-2, 10-1, 10-2, 11-1, 11-2, 12-1, 14-1, 15-1, 16-2, 17-2, 18-1, 18-2, 19-1, 19-2, 19-3</p>

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. <u>Reading</u>—locates, understands, and interprets written information in prose and in documents such as manuals, graphs, and schedules 	<p>SE: 490-491 <i>Ask the Experts:</i> 338 <i>Cross-Curricular Connections:</i> 455, 481 <i>Parenting With Care:</i> 113, 428-429</p>
<ul style="list-style-type: none"> • B. <u>Writing</u>—communicates thoughts, ideas, information, and messages in writing; and creates documents such as letters, directions, manuals, reports, graphs, and flow charts 	<p>SE: 48, 637 <i>Cross-Curricular Connections:</i> 53, 79, 137, 177, 213, 317, 343, 375, 405, 431, 481, 545, 576, 603, 629 <i>Taking Action:</i> 52, 115, 374, 430, 506 <i>Workplace Connections:</i> 177, 507, 603</p>
<ul style="list-style-type: none"> • C. <u>Arithmetic/Mathematics</u>—performs basic computations and approaches practical problems by choosing appropriately from a variety of mathematical techniques 	<p>SE: 48 <i>Cross-Curricular Connections:</i> 115, 177, 213, 245, 375, 455 <i>Workplace Connections:</i> 53, 79</p>
<ul style="list-style-type: none"> • D. <u>Listening</u>—receives, attends to, interprets, and responds to verbal messages and other cues 	<p>SE: 48, 637</p>
<ul style="list-style-type: none"> • E. <u>Speaking</u>—organizes ideas and communicates orally 	<p>SE: 48, 637 <i>Taking Action:</i> 52, 79, 481</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: 49 <i>Thinking Critically:</i> 52, 58, 114, 136, 176, 212, 244, 292, 316, 342, 374, 404, 430, 454, 580, 506, 544, 576, 602, 628 <i>Workplace Connections:</i> 79</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: 23, 49, 638 <i>Family and Community Connections:</i> 293 <i>Taking Action:</i> 79 <i>Thinking Critically:</i> 342 <i>Workplace Connections:</i> 481</p>
<ul style="list-style-type: none"> • C. <u>Problem Solving</u>—recognizes problems and devises and implements plan of action 	<p>SE: 23, 49 <i>Taking Action:</i> 430</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: 49 <i>Cross-Curricular Connections:</i> 317 <i>Taking Action:</i> 176, 244, 316, 602, 628 <i>Thinking Critically:</i> 404</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: 49, 640-641 TWE: CC 48</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: 49 <i>Family and Community Connections:</i> 375 <i>Taking Action:</i> 342 <i>Thinking Critically:</i> 374, 404, 430, 480, 544 <i>Workplace Connections:</i> 577</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: 637</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: 638</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: 48, 637 TWE: N/A</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: 23, 48, 49, 637 <i>Taking Action:</i> 212 <i>Workplace Connections:</i> 317 TWE: CC 48</p>
<ul style="list-style-type: none"> • E. <u>Integrity/Honesty</u>—chooses ethical courses of action 	<p>SE: 48, 637, 638 <i>Thinking Critically:</i> 78</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: 49, 639-640 <i>Taking Action:</i> 374 <i>Workplace Connections:</i> 629
<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: 49 <i>Taking Action:</i> 114
<ul style="list-style-type: none"> • <i>C. Material and Facilities</i>—Acquires, stores, allocates, and uses materials or space efficiently 	SE: 49 <i>Cross-Curricular Connections:</i> 507 <i>Workplace Connections:</i> 431
<ul style="list-style-type: none"> • <i>D. Human Resources</i>—Assesses skills and distributes work accordingly, evaluates performance and provides feedback 	SE: 49, 638

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Interpersonal	PAGE REFERENCES
<ul style="list-style-type: none"> • <i>A. Participates as Member of a Team</i>—contributes to group effort 	SE: 638-639 <i>Taking Action:</i> 176 <i>Workplace Connections:</i> 115, 545
<ul style="list-style-type: none"> • <i>B. Teaches Others New Skills</i> 	SE: <i>Taking Action:</i> 455
<ul style="list-style-type: none"> • <i>C. Serves Clients/Customers</i>—works to satisfy customers’ expectations 	SE: <i>Workplace Connections:</i> 115, 137, 177, 213, 245
<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 	SE: 48, 638 <i>Taking Action:</i> 78, 114, 136, 213, 404, 480 <i>Workplace Connections:</i> 115, 455, 481, 629 TWE: MS 22, 24
<ul style="list-style-type: none"> • <i>E. Negotiates</i>—works toward agreements involving exchange of resources, resolves divergent interests 	SE: 637-638
<ul style="list-style-type: none"> • <i>F. Works with Diversity</i>—works well with men and women from diverse backgrounds 	SE: 637 <i>Workplace Connections:</i> 405

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Information	PAGE REFERENCES
<p>Acquires and uses information</p> <ul style="list-style-type: none"> • <i>A. Acquires and Evaluates Information</i> 	<p>SE: 49 <i>Cross-Curricular Connections:</i> 53 <i>Family and Community Connections:</i> 115, 177, 245, 603 <i>Taking Action:</i> 176 <i>Technology Connections:</i> 53, 79, 115, 177, 213, 293, 317, 375, 405, 430, 507, 545, 603, 629</p>
<ul style="list-style-type: none"> • <i>B. Organizes and Maintains Information</i> 	<p>SE: 49 <i>Taking Action:</i> 576 <i>Technology Connections:</i> 53, 79, 177, 293, 375, 629 <i>Workplace Connections:</i> 177</p>
<ul style="list-style-type: none"> • <i>C. Interprets and Communicates Information</i> 	<p>SE: 49 <i>Technology Connections:</i> 53, 79</p>
<ul style="list-style-type: none"> • <i>D. Uses Computers to Process Information</i> 	<p>SE: 48, 49 <i>Technology Connection:</i> 53, 137, 629</p>

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: <i>Workplace Connections:</i> 53, 115, 245, 343, 577</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: <i>Workplace Connections:</i> 53, 115, 245, 343, 577</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: <i>Workplace Connections:</i> 115, 343</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: <i>Technology Connections:</i> 137, 455 <i>Workplace Connections:</i> 177, 343</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: <i>Technology Connections:</i> 79, 455 <i>Workplace Connections:</i> 177, 343</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: <i>Technology Connections:</i> 293</p>

TWE Codes

AA	Art Activity
A	Activities
AE	Ask the Experts
BC	Building Career Skills
CA	Critical Thinking Activity
CC	Comprehension Check
DA	Discussion Activity
DB	The Developing Brain
DK	Did You Know?
EN	Enrichment
HT	Health Tip
IH	Issues in Children's Health
IT	Issues in Teen Parenting
LS	Learning Styles
M	Motivator
MA	Math Activity
MS	Management/Leadership Skills
OP	Observing and Participating
PA	Parenting in Action
PP	Practicing Parenting
SA	Self-Evaluation Activity
ST	Safety Tip
TA	Teamwork Activity
VA	Vocabulary Activity
VL	Visual Learning

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 Chapters 2 and 3.
Childcare/Parenting	Unit 1, <i>Children, Parenting, and You</i> , provides instruction on parenting. Chapter 20, <i>Caring for Children</i> , provides instruction on childcare. The two page <i>Parenting With Care</i> features highlight topics in greater depth. Follow-up activities help students apply the information and practice process skills. <i>Practicing Parenting</i> features provide guidance on special parenting issues, such as parent-child bonding and handling temper tantrums.
Child/Adolescent/Human Development	Unit 3, <i>The Baby's First Year</i> , Unit 4, <i>The Child From One to Three</i> , and Unit 5, <i>The Child From Four to Six</i> , provide instruction on child development principles.
Interpersonal Relationships	References to interpersonal skills can be found throughout the Student Edition. For examples, see pages 48, 63, 66-67, and 636-638.
Goal Setting/Decision Making	References to goal setting can be found throughout the Student Edition. For examples, see pages 23, 48-49, 63, 75, 126, and 636. References to decision making can also be found throughout the Student Edition. For examples, see Student Edition pages 79, 293, 342, and 481.

Content–Family & Consumer Science	Comments
Consumerism	References to consumerism related topics can be found throughout the Student Edition. For examples, see pages 335 and 421.
Foods/Nutrition	References to foods can be found throughout the Student Edition. For examples, see pages 196, 197, 237, 270-275, 359-364, 444-448, and 517. References to nutrition can also be found throughout the Student Edition. For examples, see pages 122, 157, 160, 162, 174, 185-188, 197, 232, 273-277, 293, 359-362, 445, 447-448, 517, and 571.
Apparel/Textiles	References to clothing can be found in the Student Edition on pages 190, 280-285, 366-368, 448-450, 532, and 634.
Housing Interiors	References to childproofing can be found in the Student Edition on pages 332, 372-373, and 416.
Hospitality Careers	Information on hospitals can be found in the Student Edition on pages 228-230 and 572-573.
FCCLA; Family, Careers, Community Leaders of America	FCCLA activities can be found in the Teacher Wraparound Edition on the Unit Opening pages.

Instruction and Assessment	Comments
Builds on Student Ideals	Topics that build on student ideals can be found throughout the Student Edition. For examples, see pages 48, 78, 637, and 638.
Engages Students	The many photos of children and the striking visuals draw students into the book. Then the warm, interesting tone of the content keeps them reading. Thought-provoking questions and activities involve them in the learning process.

<p style="text-align: center;">Instruction and Assessment (continued)</p>	<p style="text-align: center;">Comments</p>
<p>Assesses Student Progress</p>	<p>The <i>Testing Program</i> section in the Teacher Resource Guide provides two types of ready-to-reproduce testing instruments—a one-page quiz for each text section and an expanded, comprehensive test for each chapter. Each quiz includes objective questions that assess students' mastery of terminology, concepts, and principles. The chapter tests include a variety of objectives question formats and essay questions that give students an opportunity to synthesize and apply their learning. An Answer Key provides answers for all quizzes and tests. The <i>Authentic Assessment</i> section in the Teacher Resource Guide gives an alternative way to evaluate students' learning. One alternative assessment is provided for every text chapter. This section begins with background on the philosophy behind authentic assessment, the mechanisms for assigning and evaluating such assessments, and the use of portfolios. After the assessment for each chapter, student assessment lists and rubrics are provided for various types of authentic assessment products, such as newspaper articles, public service announcements, and videos. The <i>Effective Instruction CD-ROM</i> contains the <i>ExamVIEW® Test Generator</i> which allows you to create or modify section quizzes and chapter tests. The test generator also contains unit tests and additional questions for each text chapter.</p>

Instruction and Assessment (continued)	Comments
<p>Enhances The Learning Environment</p>	<p><i>The Developing Child</i> has all of the right elements for your high school child development, parenting, and/or child care skills course. 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 child development, parenting, and child care skills.</p>
<p>Reading level is appropriate for interest and ability level of intended student group: level remains consistent throughout.</p>	<p><i>The Developing Child</i> offers engaging, relevant, and appropriate content written at the correct reading level for your high school program.</p>

Instruction and Assessment (continued)	Comments
Commonwealth Accountability Testing System (CATS) “like” Assessment is provided	The <i>Effective Instruction CD-ROM</i> contains the <i>ExamVIEW® Test Generator</i> which allows you to create or modify section quizzes and chapter tests. The test generator also contains unit tests and additional questions for each text chapter.
Variety of Assessments (diagnostic, formative, summative, open response, multiple choice, individual, small group, oral, demonstrations, presentations, self and peer performance, portfolio prompts) is included.	The <i>Testing Program</i> section in the Teacher Resource Guide provides two types of ready-to-reproduce testing instruments—a one-page quiz for each text section and an expanded, comprehensive test for each chapter. Each quiz includes objective questions that assess students' mastery of terminology, concepts, and principles. The chapter tests include a variety of objectives question formats and essay questions that give students an opportunity to synthesize and apply their learning. An Answer Key provides answers for all quizzes and tests. The <i>Authentic Assessment</i> section in the Teacher Resource Guide gives an alternative way to evaluate students' learning. One alternative assessment is provided for every text chapter. This section begins with background on the philosophy behind authentic assessment, the mechanisms for assigning and evaluating such assessments, and the use of portfolios. After the assessment for each chapter, student assessment lists and rubrics are provided for various types of authentic assessment products, such as newspaper articles, public service announcements, and videos. The <i>Effective Instruction CD-ROM</i> contains the <i>ExamVIEW® Test Generator</i> which allows you to create or modify section quizzes and chapter tests. The test generator also

	contains unit tests and additional questions for each text chapter.
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Instruction and Assessment (continued)	Comments
Includes activities and opportunities for integration of technology.	Discussions of technology can be found on Student Edition pages 45-46, 49, 66, 153-154, 162, 164-166, 207-209, 213, 476, and 637. A list of Websites for <i>Related Organizations</i> can be found in the Teacher Wraparound Edition on pages TM-29 – TM-32.
Reflects researched-based practices (e.g. hands-on activities, technology, problem-solving situations)	Hands-on activities, technology, and problem-solving situations are integrated throughout <i>The Developing Child</i> .
Differentiation techniques and activities suggested.	<i>The Developing Child</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, behaviors, and problem-solving skills of all your students – regardless of their learning styles and ability levels.

Organization and Structure	Comments
<p>Organization is logical and allows for spiraling of content.</p>	<p><i>The Developing Child</i> follows a logical structure, yet is easy to adapt to your specific course. The 20 chapters are divided among 5 units, with each chapter subdivided into sections. The section arrangement simplifies sequencing of content. Cross-references help you make certain students have essential background information, regardless of the order of presentation you choose.</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. When a key term is first used in the section, it appears in boldface type.</p>

Organization and Structure (continued)	Comments
Visual illustrations (e.g. graphs, charts, models) and examples are clearly presented and content-related	Graphs, charts, and models are used throughout the book to illustrate concepts. Examples are related to the content of the section.
Illustrations and language reflect diversity (e.g. racial, ethnic, cultural, age, gender, disabilities).	A variety of situations that reflect diversity are presented throughout the text.
Legible type, length of lines, spacing, and page layout and widths of margins contribute to overall appearance and use.	<i>The Developing Child</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 course for your students.
Student materials seem durable and conducive to daily use.	The very best materials are used in all Glencoe products. The materials are easy for students to use, both in school and at home.
Includes sufficient glossary, index and appendices.	The <i>Appendix</i> can be found on pages 643-646. The <i>Glossary</i> can be found on pages 647-655. The <i>Index</i> can be found on pages 656-672.

Organization and Structure (continued)	Comments
<p>Employs accurate grammar and spelling.</p>	<p><i>The Developing Child</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>The Developing Child</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>Learning Styles</i> features in the Teacher Wraparound Edition suggest ways to accommodate students' different learning styles. The <i>Multiple Intelligences</i> features in the Teacher Wraparound Edition provide information to teach how young children with different intelligences may respond to the same stimulus.
Extension activities including adaptations and accommodations for students with special needs.	The <i>Learning Styles</i> features in the Teacher Wraparound Edition suggest ways to accommodate students' different learning styles. The <i>Multiple Intelligences</i> features in the Teacher Wraparound Edition provide information to teach how young children with different intelligences may respond to the same stimulus.
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 Teacher Wraparound Edition. Real-world connections and connections with career and/or technology can be found throughout the Student Edition and the Teacher Wraparound Edition. 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 Teacher Wraparound Edition.
Integration opportunities suggested and examples given.	Integration opportunities are suggested and examples are given throughout the Student Edition and the Teacher Wraparound Edition.
Teacher resources are available online.	A list of Websites for <i>Related Organizations</i> can be found in the Teacher Wraparound Edition on pages TM-29 – TM-32.
Online resources available – Repeat of information in text.	A list of Websites for <i>Related Organizations</i> can be found in the Teacher Wraparound Edition on pages TM-29 – TM-32.
Online resources available – Practice skills only.	A list of Websites for <i>Related Organizations</i> can be found in the Teacher Wraparound Edition on pages TM-29 – TM-32.
Online resources available – New application materials.	A list of Websites for <i>Related Organizations</i> can be found in the Teacher Wraparound Edition on pages TM-29 – TM-32.



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