

PROGRAM CONCENTRATION:	Education
CAREER PATHWAY:	Early Childhood Education
COURSE TITLE:	Introduction to Early Childhood Care and Education
PREREQUISITES:	None

Introduction to Early Childhood Care prepares the student for employment in early childhood education and services. The course also provides a foundation for advanced study leading to postsecondary education and careers in related fields. The course addresses early childhood care and education and development issues that include guiding the physical, cognitive, creative, social, emotional, and moral development of children. This course of study includes planning and guiding developmentally appropriate practices for working with young children including career paths, principles and theories of child development, the creation of a developmentally appropriate learning environment, collaborative relationships and guidance, lesson planning, and appropriate response to cultural diversity and students with special needs. Mastery of standards through project based learning, technical skills practice, and leadership development activities of the career and technical student organizations will provide students with a competitive edge for either entry into the education global marketplace and/or the post-secondary institution of their choice to continue their education and training.

CONTENT KNOWLEDGE

EDU-IECE-1. Students will demonstrate knowledge and understanding of the academic subject matter required for proficiency within their area. Academic standards are integrated throughout the standard statements within their applicable discipline areas and documented immediately following the standard statement.

CAREER PATHS

EDU-IECE-2. Students will analyze career paths within the early childhood education field.

- a. Describe career opportunities in early childhood care and education.
- b. Determine the roles and functions of individuals engaged in the early childhood field.
- c. Explore opportunities for employment and entrepreneurial endeavors.
- d. Identify personal characteristics and qualities required of an early childhood educator.
- e. Define terms used in the early childhood education field.
- f. Know the functions and roles of the various roles in early childhood care and education.
- g. Identify early childhood care and education professional organizations.
- h. Examine a variety of early childhood care and education.

ACADEMIC STANDARDS:

ELA11C1. The student demonstrates understanding and control of the rules of the English language, realizing that usage involves the appropriate application of conventions and grammar in both written and spoken formats.

NFACS1.2. Demonstrate transferable and employability skills in the community and workplace settings.

HISTORICAL PERSPECTIVE

EDU–IECE-3. Students will identify major contributors to the field of early childhood care and education and analyze their implications for educational and childcare practices.

- a. Describe how major theories of human development provide a basis for planning an environment and activities that are developmentally appropriate.
- b. Identify and investigate a variety of early childhood care and education settings.
- c. Research and explain human development theories: cognitive, psychosocial, psychoanalytical, and behaviorist.
- d. Investigate the impact of heredity and environment on the developing child.
- e. Understand major child development theorist and theory contributions to the field of early childhood education.

ACADEMIC STANDARDS:

ELA11W3. The student uses research and technology to support writing.

NFACS. Utilize developmentally appropriate practices and other child development theories when planning for early childhood education.

PROFESSIONAL WORK ETHICS

EDU-IECE-4. Students will identify and practice professional work ethics.

- a. Identify and use job-related child care terminology.
- b. Demonstrate effective verbal, nonverbal, written, and electronic communication skills to use with children, personnel, and parents/guardians of children.
- c. Demonstrate appropriate business and personal etiquette in the workplace.
- d. Assess one’s attitude and performance.
- e. Identify and demonstrate the behavior and social skills needed as a role model for children.
- f. Demonstrate knowledge of legal issues and liability as they relate to a child care worker.
- g. Review the NAEYC Code of Ethics.

- h. Develop a professional resource file.
- i. Organize and develop community resource information.

ACADEMIC STANDARDS:

ELA11LSV1. The student participates in student-to-teacher, student-to-student, and group verbal interactions.

ELA11C2. The student demonstrates understanding of manuscript form, realizing that different forms of writing require different formats.

NFACS4.6. Demonstrate professional practices and standards related to working with children.

GUIDANCE AND COLLABORATIVE RELATIONSHIPS

EDU-IECE-5. Students will demonstrate techniques for positive collaborative relationships with children.

- a. Explain the components of effective communication with children.
- b. Examine guidance approaches that include modeling, behavior modification, and cognitive and psychoanalytic approaches.
- c. Determine developmentally appropriate practices that promote self-discipline.
- d. Distinguish guidance strategies, including direct and indirect, that promote positive behavior in children.
- e. Determine the impact of negative guidance such as physical punishment and threats on children.
- f. Examine the impact of supervision on children's learning.
- g. Apply principles for working with children displaying negative behavior.

ACADEMIC STANDARDS:

ELA11W1. The student produces writing that establishes an appropriate organizational structure, sets a context and engages the reader, maintains a coherent focus throughout, and signals a satisfying closure.

ELA11LSV1. The student participates in student-to-teacher, student-to-student, and group verbal interactions.

NFACS4.5. Demonstrate techniques for positive collaborative relationships with children.

CULTURAL DIVERSITY AND SPECIAL NEEDS

EDU-IECE-6. Students will respond appropriately to cultural diversity in the learning environment.

- a. Recognize and accept cultural differences.
- b. Incorporate multicultural, non-sexist experiences in all aspects of early childhood care and education.
- c. Interpret individual differences and cultural and environmental influences when assessing children's development.

ACADEMIC STANDARDS:

SSCG6. The student will demonstrate knowledge of civil liberties and civil rights.

NFACS4.5. Demonstrate techniques for positive collaborative relationships with children.

EDU-IECE-7. Students will discuss ways to adapt the curriculum and classroom for children with special needs.

- a. Explain laws regarding children with disabilities.
- b. Define mainstreaming and inclusion.
- c. Demonstrate strategies for integrating children with disabilities into programs.
- d. Discuss the relationships of children with special needs with their peers, teachers, and others.
- e. Explain interventions to use when working with special needs children, such as adapting the environment (e.g. child with impaired vision, gross motor impairment, or hearing impaired).

ACADEMIC STANDARDS:

SSCG6. The student will demonstrate knowledge of civil liberties and civil rights.

ROUTINES AND TRANSITIONAL ACTIVITIES

EDU-IECE-8. Students will plan and utilize routines and transitional techniques with children.

- a. Explain the importance of routines.
- b. Plan and develop a daily schedule that includes active and quiet times; individual, small and large group experiences, as well as child and adult initiated activities.
- c. Guide children successfully through the daily routines of eating, napping, toileting, and cleanup.

- d. Explain the use of transitional techniques to move smoothly from one activity to another.
- e. Practice basic methods (concrete object, visual signals, novelty. or auditory signals) for making successful transitions.
- f. Evaluate pre-school or primary settings for developmental appropriateness of daily routines and transitional activities.

ACADEMIC STANDARDS:

ELA11LSV1. The student participates in student-to-teacher, student-to-student, and group verbal interactions.

NFACS 4.2. Utilize developmentally appropriate practices and other child development theories when planning for early childhood, education, and services

PROGRAM MANAGEMENT AND CURRICULUM

EDU-IECE-9. Students will demonstrate integration of curriculum and instruction to meet children’s developmental needs and interests.

- a. Demonstrate the ability to identify children’s needs, interests, and abilities.
- b. Assess ways to develop program philosophies, goals, and objectives.
- c. Examine a variety of curriculum and instructional models.
- d. Research criteria for creating an age appropriate curriculum.
- e. Plan and implement a developmentally appropriate unit of study for young children.
- f. Identify the components of a lesson plan.
- g. Examine formats for monthly, weekly, and daily lesson plans.
- h. Create developmentally appropriate materials, lessons, and activities that promote children’s respect for diversity.
- i. Plan and implement developmentally appropriate activities supportive of major content areas in an early childhood program.
- j. Develop evaluation criteria for the lesson.

ACADEMIC STANDARDS:

ELA11W2. The student demonstrates competence in a variety of genres.

ELA11W3. The student uses research and technology to support writing.

NFACS4.3. Demonstrate integration of curriculum and instruction to meet children’s developmental needs and interests

LEARNING ENVIRONMENTS

EDU-IECE-10. Students will determine components of a well organized, developmentally appropriate learning environment.

- a. Describe and set up activity or interest centers and learning stations within the environment and identify ways that the center enhances the development of children.
- b. Describe the role of play as a basis for learning in infant, toddler, preschool, and elementary age children.
- c. Examine the teacher's role in play environments.
- d. Evaluate appropriate indoor and outdoor play environments for various age groups.
- e. Design an early childhood classroom so that the arrangement will aid the children in becoming self-directed in their learning.
- f. Describe effective record keeping.

ACADEMIC STANDARDS:

SCSH2. Students will standard safety practices for all classroom laboratory and field investigations

NFACS4.2. Utilize developmentally appropriate practices and other child development theories when planning for early childhood, education, and services

LICENSING AND ACCREDITATION

EDU-IECE-11. Students will analyze licensing and accreditation standards.

- a. Demonstrate an understanding of the state licensing rules and regulations.
- b. Research the NAEYC accreditation standards.
- c. Evaluate an early childhood program using licensing and/or accreditation checklists.
- d. Identify other agencies that review and evaluate child care centers.

ACADEMIC STANDARDS:

ELA11W3. The student uses research and technology to support writing.

SSEF5. The student will describe the roles of government in a market economy.

NFACS4.6. Demonstrate professional practices and standards related to working with children.

PROFESSIONAL PORTFOLIO GUIDELINES

EDU-IECE-12. Students will demonstrate professional development planning.

- a. Develop a personal philosophy of early childhood education teaching.
- b. Develop personal teaching goals.
- c. Develop a professional portfolio containing at least the following: student picture identification, resume, teaching goals, letter of recommendation, list of early childhood program standards mastered, copies of any certification/cards pertaining to child care eligibility, and samples of student-developed teaching materials.
- d. Develop criteria and evaluate student portfolios using national and student developed criteria.

ACADEMIC STANDARDS:

ELA11C1. The student demonstrates understanding and control of the rules of the English language, realizing that usage involves the appropriate application of conventions and grammar in both written and spoken formats.

NFACS4.6. Demonstrate professional practices and standards related to working with children.

Reading Standard Comment

After the elementary years, students engage in reading for learning. This process sweeps across all disciplinary domains, extending even to the area of personal learning. Students encounter a variety of informational as well as fictional texts, and they experience text in all genres and modes of discourse. In the study of various disciplines of learning (language arts, mathematics, science, social studies), students must learn through reading the communities of discourse of each of those disciplines. Each subject has its own specific vocabulary, and for students to excel in all subjects, they must learn the specific vocabulary of those subject areas in context.

Beginning with the middle grades years, students begin to self-select reading materials based on personal interests established through classroom learning. Students become curious about science, mathematics, history, and literature as they form contexts for those subjects related to their personal and classroom experiences. As students explore academic areas through reading, they develop favorite subjects and become confident in their verbal discourse about those subjects.

Reading across curriculum content develops both academic and personal interests in students. As students read, they develop both content and contextual vocabulary. They also build good habits for reading, researching, and learning. The Reading Across

the Curriculum standard focuses on the academic and personal skills students acquire as they read in all areas of learning.

MRC. Students will enhance reading in all curriculum areas by:

- a. Reading in all curriculum areas
 - Read a minimum of 25 grade-level appropriate books per year from a variety of subject disciplines and participate in discussions related to curricular learning in all areas.
 - Read both informational and fictional texts in a variety of genres and modes of discourse.
 - Read technical texts related to various subject areas.
- b. Discussing books
 - Discuss messages and themes from books in all subject areas.
 - Respond to a variety of texts in multiple modes of discourse.
 - Relate messages and themes from one subject area to messages and themes in another area.
 - Evaluate the merit of texts in every subject discipline.
 - Examine author's purpose in writing.
 - Recognize the features of disciplinary texts.
- c. Building vocabulary knowledge
 - Demonstrate an understanding of contextual vocabulary in various subjects.
 - Use content vocabulary in writing and speaking.
 - Explore understanding of new words found in subject area texts.
- d. Establishing context
 - Explore life experiences related to subject area content.
 - Discuss in both writing and speaking how certain words are subject area related.
 - Determine strategies for finding content and contextual meaning for unknown words.

CTAE Foundation Skills

The Foundation Skills for Career, Technical and Agricultural Education (CTAE) are critical competencies that students pursuing any career pathway should exhibit to be successful. As core standards for all career pathways in all program concentrations, these skills link career, technical and agricultural education to the state's academic performance standards.

The CTAE Foundation Skills are aligned to the foundation of the U. S. Department of Education's 16 Career Clusters. Endorsed by the National Career Technical Education Foundation (NCTEF) and the National Association of State Directors of Career Technical Education Consortium (NASDCTEc), the foundation skills were developed from an analysis of all pathways in the sixteen occupational areas. These standards

were identified and validated by a national advisory group of employers, secondary and postsecondary educators, labor associations, and other stakeholders. The Knowledge and Skills provide learners a broad foundation for managing lifelong learning and career transitions in a rapidly changing economy.

CTAE-FS-1 Technical Skills: Learners achieve technical content skills necessary to pursue the full range of careers for all pathways in the program concentration.

CTAE-FS-2 Academic Foundations: Learners achieve state academic standards at or above grade level.

CTAE-FS-3 Communications: Learners use various communication skills in expressing and interpreting information.

CTAE-FS-4 Problem Solving and Critical Thinking: Learners define and solve problems, and use problem-solving and improvement methods and tools.

CTAE-FS-5 Information Technology Applications: Learners use multiple information technology devices to access, organize process, transmit, and communicate information.

CTAE-FS-6 Systems: Learners understand a variety of organizational structures and functions.

CTAE-FS-7 Safety, Health and Environment: Learners employ safety, health and environmental management systems in corporations and comprehend their importance to organizational performance and regulatory compliance.

CTAE-FS-8 Leadership and Teamwork: Learners apply leadership and teamwork skills in collaborating with others to accomplish organizational goals and objectives.

CTAE-FS-9 Ethics and Legal Responsibilities: Learners commit to work ethics, behavior, and legal responsibilities in the workplace.

CTAE-FS-10 Career Development: Learners plan and manage academic-career plans and employment relations.

CTAE-FS-11 Entrepreneurship: Learners demonstrate understanding of concepts, processes, and behaviors associated with successful entrepreneurial performance.