



Child & Adult Care Professionals

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STANDARDS	PAGE REFERENCES
EARLY CHILDHOOD EDUCATION CAREERS I	
<p>Course Description: (ECEC) <i>Early Childhood Education Careers I</i> will launch students on a career pathway into the field of early childhood education and may lead to entry level employment and/or post-secondary education. Content will provide a foundation in the concepts of child development theory and afford students the opportunity to integrate knowledge, skills, and practices required for careers in early childhood education and related services. Laboratory experiences will offer schoolbased and/or work-based learning opportunities. Students will receive a child care industry recognized certificate upon completion of this course and articulated postsecondary education credit.</p>	
Course Standards and Expectations	
<p>Standard 1.0 Demonstrate leadership, citizenship and teamwork skills required for success in the school, community and early childhood education industry.</p>	
Expectations and Performance Indicators:	
<p>1.1 Participate in the co-curricular Family, Career and Community Leaders of America (FCCLA) student organization.</p>	<p>Student Edition: 106 Instructor Resource Guide: 105</p>
<p>1.2 Describe characteristics of good citizenship.</p>	<p>Student Edition: 571-576, 588 #5 <i>Ethics in Action</i> 572 <i>How To</i> 575 Instructor Resource Guide: 421-422</p>

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1.3	Develop skills to be effective leaders and participants.	Student Edition: 571-576, 588 #5 <i>Ethics in Action</i> 572 <i>How To</i> 575 Instructor Resource Guide: 421-422	
1.4	Cooperate within a multicultural environment to achieve goals.	Student Edition: 41-42, 74, 145, 466, 481-482, 574, 580-581, 588 #6 <i>How To</i> 437, 465, 575	
1.5	Practice leadership skills through participation in class and co-curricular activities.	Student Edition: 106, 111, 128 #4, 129 #3 Instructor Resource Guide: 12-20, 27, 28-29, 31, 137, 151-152, 155	
Standard 2.0 Establish and maintain a safe and healthy learning environment for children.			
Expectations and Performance Indicators:			
2.1	Use a checklist to maintain a safe and healthy learning environment to prevent and reduce injuries.	Student Edition: 168-172, 182-187, 188 #5, 189 #3 Instructor Resource Guide: 102, 103-104, 327-328, 331-332	
2.2	Implement Occupational Safety and Health Administration (OSHA) and standard precaution guidelines to prevent illness and communicable diseases.	Student Edition: 159-164, 188 #1 Instructor Resource Guide: 183, 327-328	
2.3	Demonstrate emergency and security procedures.	Student Edition: 168-172, 182-187, 188 #5, 189 #3 Instructor Resource Guide: 102, 103-104, 327-328, 331-332	
2.4	Implement strategies to teach children health, safety, nutrition and sanitation habits.	Student Edition: 40, 45 #1, 160-163, 183, 189 #4, 251-255, 259 #1, 274 #1 <i>Meeting Nutritional Needs</i> 275 Instructor Resource Guide: 161, 183, 201, 303 #9, 327-328, 345-348	
2.5	Plan, prepare and serve safe, healthy meals and/or snacks.	Student Edition: 253-257, 259 #2, 274 #1, 275 #1 <i>Meeting Nutritional Needs</i> 275 Instructor Resource Guide: 201, 345-348	

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2.6 Recognize signs of abuse or neglect.	Student Edition: 43, 83, 171, 213-214, 215-216, 218, 219, 228 #1-#10, 229 #1-#4 Instructor Resource Guide: 337-338
2.7 Use appropriate procedures to report suspected abuse or neglect.	Student Edition: 43, 83, 171, 213-214, 215-216, 218, 219, 228 #1-#10, 229 #1-#4 Instructor Resource Guide: 337-338
Standard 3.0 Analyze the development of infants, toddlers, preschoolers and school age children.	
Expectations and Performance Indicators:	
3.1 Differentiate between hereditary and environmental influences on development.	Student Edition: 38-39, 41-43, 45 #1, 46 #8, 47 #3 Instructor Resource Guide: 161-162, 303-304
3.2 Classify behaviors or events with regard to the appropriate area of development (physical, intellectual, social and emotional).	Student Edition: 425-430, 438 #3, 439 #1, 441-448, 456 #10, 457 #1, 475-482, 459-466, 472 #1, 473 #1, 492 #1 Instructor Resource Guide: 237-238, 239-240, 243-244, 245-246, 247-248, 249-250, 251-252
3.3 Analyze the relationship between play and development by providing a variety of equipment, activities and opportunities for learning.	Student Edition: 35, 37, 473 #1, 448, 465, 472 #7, 538-539, 560 #4, 624, 632, 633, 638 #6 Instructor Resource Guide: 427-438
3.4 Enhance the communication of young children by encouraging verbal and nonverbal means of conveying thoughts and feelings.	Student Edition: 445, 451-452, 462-463, 472 #2
3.5 Recognize that early childhood education is based on research and theory.	Student Edition: 32-33, 34-37, 38-45, 46 #2, 431-437, 438 #9, 449-455 Instructor Resource Guide: 159-160

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3.6 Utilize methods for observing and recording, including anecdotal observations and checklists.	Student Edition: 26 #1, 191-192, 195-199, 200 #1, 210 #5, 211 #1 <i>Building Your Portfolio</i> 211 <i>Mini Lab</i> 200 Instructor Resource Guide: 189, 333-334
3.7 Identify appropriate community resources for making referrals for children with developmental delays.	Student Edition: 403-409, 410-414, 418 #7, 419 #2, 495-501, 502-507, 508 #1, 509 #1 Instructor Resource Guide: 253-254, 255-256
Standard 4.0 Analyze the role of the teacher/caregiver in planning and presenting developmentally appropriate activities and guidance practices within the learning environment.	
Expectations and Performance Indicators:	
4.1 Define developmentally appropriate practices (DAP).	Student Edition: 439 #2, 502-507, 508 #6-#8, 509 #4 Instructor Resource Guide: 255, 405-406
4.2 Evaluate DAP materials and activities for specific ages.	Student Edition: 439 #2, 502-507, 508 #6-#8, 509 #4 Instructor Resource Guide: 255, 405-406
4.3 Plan developmentally appropriate experiences for children, making adaptations for children with special needs.	Student Edition: 439 #2, 502-507, 508 #6-#8, 509 #4 Instructor Resource Guide: 255, 405-406
4.4 Plan the use of space, materials and routines for securing a developmentally appropriate environment.	Student Edition: 439 #2, 502-507, 508 #6-#8, 509 #4 Instructor Resource Guide: 255, 405-406
4.5 Define anti-bias and identify resources for implementing an anti-bias approach in the classroom.	Student Edition: 41-42, 74, 145, 466, 481-482, 574, 580-581, 588 #6 <i>How To</i> 437, 465, 575
4.6 Practice effective transition activities.	Student Edition: 237-238, 246 #4, 247 #2, 282-283, 615 #2

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4.7 Evaluate common reasons for problem behavior and demonstrate appropriate management solutions and positive guidance techniques.	Student Edition: 277-278, 279-280, 281, 282, 286, 287, 289 #2, 298 #7, 299 #4 <i>Building Your Portfolio</i> 299 Instructor Resource Guide: 353, 355 #20-#21
4.8 Demonstrate the ability to maintain positive control in small and large group settings.	Student Edition: 277-278, 279-280, 281, 282, 286, 287, 289 #2, 298 #7, 299 #4 <i>Building Your Portfolio</i> 299 Instructor Resource Guide: 353, 355 #20-#21
4.9 Identify and implement changes in program based on observation checklists and reports.	Student Edition: 26 #1, 191-192, 195-199, 200 #1, 210 #1 <i>Building Your Portfolio</i> 211 <i>Mini Lab</i> 200 Instructor Resource Guide: 189, 333-334
Standard 5.0 Establish a productive relationship when working with children and their families.	
Expectations and Performance Indicators:	
5.1 Develop a positive, friendly, and cooperative relationship with children and their families.	Student Edition: 134-135, 147-148, 357-358, 362 #5, 403-409, 418 #2, 419 #1 <i>Building Your Portfolio</i> 363 <i>Mini Lab</i> 149 Instructor Resource Guide: 231-232, 381-382
5.2 Encourage parent/guardian to have a positive relationship with the child/children.	Student Edition: 134-135, 147-148, 357-358, 362 #5, 403-409, 418 #2, 419 #1 <i>Building Your Portfolio</i> 363 <i>Mini Lab</i> 149 Instructor Resource Guide: 231-232, 381-382
5.3 Describe how culture plays a role in relationships with families.	Student Edition: 41-42, 74, 145, 466, 481-482, 574, 580-581, 588 #6 <i>How To</i> 437, 465, 575

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Standard 6.0 Examine the purposes, types and services of early childhood education programs and the criteria for determining program quality.	
Expectations and Performance Indicators:	
6.1 Recognize the purposes of early childhood education programs and how they interface with the multicultural perspectives and diversity of families within the local, state, national and global communities.	Student Edition: 41-42, 74, 145, 466, 481-482, 574, 580-581, 588 #6 <i>How To</i> 437, 465, 575
6.2 Differentiate the types of child care services and programs.	Student Edition: 73-83, 96 #4, 97 #1, 341-349, 362 #2, 363 #2 Instructor Resource Guide: 167-168, 219-220, 309-310, 369-370
6.3 Assess the elements necessary for a quality early childhood education program.	Student Edition: 96 #4, 97 #1, 341-349, 350-361, 362 #8, 403-409, 410-417, 418 #1, 431-437, 438 #8-#9, 439 #3, 449-455, 457 #2 <i>Building Your Portfolio</i> 363 Instructor Resource Guide: 219-220, 221-222, 2310232, 233-234, 239-240, 243-244
6.4 Ensure a purposeful program by meeting the participant needs through competent skills and cooperative teamwork.	Student Edition: 96 #4, 97 #1, 341-349, 350-361, 362 #8, 403-409, 410-417, 418 #1, 431-437, 438 #8-#9, 439 #3, 449-455, 457 #2 <i>Building Your Portfolio</i> 363 Instructor Resource Guide: 219-220, 221-222, 2310232, 233-234, 239-240, 243-244
Standard 7.0 Analyze career opportunities and establish a foundation of professionalism and ethical behavior.	
Expectations and Performance Indicators:	
7.1 Identify the value of the early childhood education profession to the family, community, and society.	Student Edition: 73-83, 96 #1, 341-349, 432, 434, 438 #10, 439 #3, 449-455, 467-471, 472 #3, 473 #2, 483-491, 492 #5, 493 #2, 502-507 <i>Building Your Portfolio</i> 457, 473 Instructor Resource Guide: 167-168, 219-220, 243-244, 247-248, 251-252, 255-256

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7.2 Assess personal traits and skills necessary for success in the field of early childhood education.	Student Edition: 73-83, 97 #1, 99-108, 109-119, 128 #1, 129 #1 Instructor Resource Guide: 167-168, 171-172, 173-174, 309-310, 313-314, 315-316
7.3 Examine educational prerequisites and training requirements in early childhood education, services, and industry.	Student Edition: 73-83, 97 #1, 99-108, 109-119, 128 #1, 129 #1 Instructor Resource Guide: 167-168, 171-172, 173-174, 309-310, 313-314, 315-316
7.4 Formulate career goals based on opportunities for career pathways in early childhood education.	Student Edition: 73-83, 97 #1, 99-108, 109-119, 128 #1, 129 #1 Instructor Resource Guide: 167-168, 171-172, 173-174, 309-310, 313-314, 315-316
7.5 Introduce training, post-secondary education opportunities, and financial resources for early childhood education career preparation.	Student Edition: 73-83, 97 #1, 99-108, 109-119, 128 #1, 129 #1 Instructor Resource Guide: 167-168, 171-172, 173-174, 309-310, 313-314, 315-316
7.6 Identify professional organizations and their impact on the field of early childhood education.	Student Edition: 106, 111, 128 #4, 129 #3 Instructor Resource Guide: 12-20
7.7 Review the components of licensing and assessment for quality early childhood programs.	Student Edition: 97 #2, 346-349, 363 #3, 379-380 <i>Building Your Portfolio</i> 363 Instructor Resource Guide: 219-220, 225-226, 369-370, 375-376
7.8 Review the components of the Tennessee Early Learning Developmental Standards and the Head Start Performance Standards.	Student Edition: 97 #2, 344-345