

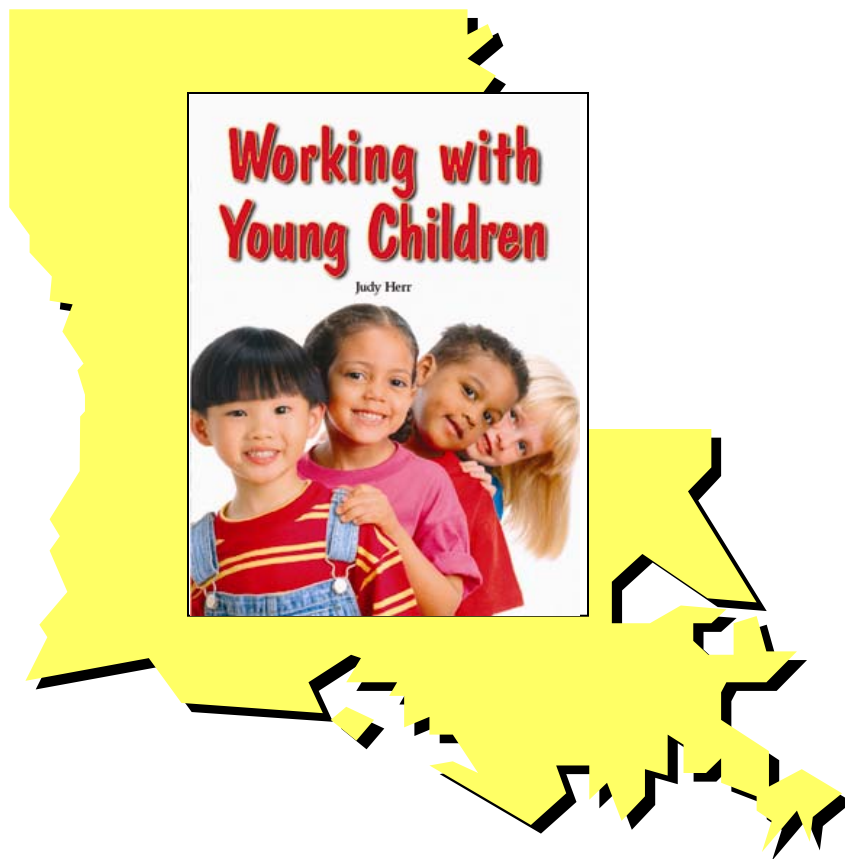


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**Louisiana Department of Education
2009-2010 State Textbook Adoption Correlations**

**Subject Area: Family & Consumer Sciences
Course: Early Childhood Education I, Grades 9-12**

**Working with Young Children © 2008
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Early Childhood Education I


This course prepares students to work with children birth to age eight. Emphasis is placed on enhancing the development of young children while providing early education and care. Stages of child development, health, safety, guidance, and developmentally appropriate activities are reinforced in this course. Appropriate work-based learning strategies for this course are school-based enterprises, internships, cooperative education, service learning, field trips, job shadowing, and apprenticeships. Skill development projects and FCCLA leadership activities provide the opportunity to apply competencies and workplace readiness skills to authentic experiences. Foundation skill development assists students desiring to meet requirements for the CDA (Child Development Associate) credential. The course is offered only to junior and senior students.


Prerequisite skills: None


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Early Childhood Education I	Content Guideline					
<p>Louisiana Family and Consumer Sciences Education Related Content Standards</p>  <p><i>*All benchmarks are not marked for all Family and Consumer Sciences courses.</i></p>	Introduction to Early Childhood Care and Education	Child Development Principles	Guidance, Health, and Safety	Personal & Professional Dev.	Promoting Phys. and Cog. Dev.	Promoting Social, Emotional, and Creative Development
Strand: Human Development and Family Relationships						
Standard 1. Analyze human growth and development across the life span.						
1. Explain principles of human growth and development.		69-76, 88-150				
2. Examine major historical and current human development theories to interpret human development.		68-150				
3. Examine the basic human needs and patterns that influence individual development.		68-150				
3. Explain factors that shape human development from preconception through the life cycle.		69-76, 88-150				
4. Consider the influences of personality, temperament, and experience on learning and development.		98-101, 108-110, 114-116, 128-131, 144-148				
5. Investigate the interrelationship of physical, emotional, social, and intellectual development across the life span.		69-76, 88-150				
Standard 2. Analyze personal and social forces that impact human growth and development across the life span.						
1. Investigate the impact of heredity and family on human growth and development.		154-178, 216, 479, 487				
2. Determine the impact of social, economic, and technological forces on human growth and development.						15-18, 68-150
3. Explain the effects of gender, ethnicity, and culture on individual development.						


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4. Assess the effects of environment and community on human growth and development.			154-178, 216, 479, 487			
5. Explain the effects of life events and conditions on individual's physical and emotional development.					68-150	68-150
Standard 3. Analyze all aspects of a child's growth and development.						
1. Analyze principles of human growth and development.		69-76, 88-150				
2. Evaluate major historical and current child development theories and their effects on educational practices.		68-87				
3. Examine and assess all aspects of a child's growth and development in the following areas: physical, cognitive, language acquisition, social, and emotional.		69-76, 88-150			69-76, 88-150	69-76, 88-150
4. Determine strategies that promote a child's growth and development.					153-615	153-615
5. Analyze cultural and environmental influences when assessing children's development.		52-67, 271, 480-482, 576			52-67	52-67, 271, 480-482, 576
Standard 4. Evaluate the preparation necessary for a healthy emotional and physical beginning for parents and children.						
1. Assess biological processes related to prenatal development, birth, and factors that affect the health of the parents and child.		89-93, 241-262, 603-608				
2. Review the emotional factors of prenatal development and birth involving the health of the parents and child.						
Standard 5. Evaluate strategies that promote healthy development across the life span.						
1. Select nurturing practices that support development across the life span.					88-615	88-615


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2. Assess available support systems that meet human needs.						
3. Determine communication principles and patterns that affect human growth and development.						
Standard 7. Analyze personal needs and characteristics which influence relationships.						
1. Examine personal, physical, social, emotional, cognitive, and creative characteristics which influence relationships.						
2. Explain how self-esteem and self-image affect relationships with others.						
3. Compare physical, emotional, and intellectual responses to stable and unstable relationships.						
4. Examine personal ethical standards and codes of conduct.				26-27, 667-671		
5. Examine the effects of personal needs on relationships.				98-101, 108-110, 114-116., 128-131, 144-148		
Standard 12. Demonstrate ethical standards to guide behaviors in the family, community, and workplace.						
1. Examine ethical standards when making judgments and taking action.				26-27, 667-671		
2. Apply ethical standards when making judgments and taking action.				26-27, 667-671		
3. Apply guidelines for assessing the ethical nature of issues and situations.				26-27, 667-671		
4. Demonstrate ethical behaviors in the family, community, and workplace.				26-27, 667-		


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				671		
Standard 14. Demonstrate leadership and team skills in the family, community, and workplace.						
1. Demonstrate ways to show respect for ideas and contributions of all group members.				25-26		
2. Demonstrate ways to organize and delegate responsibilities.						
3. Demonstrate ways to motivate and encourage group members.				25-26		
4. Demonstrate ways to cooperate, compromise, and collaborate.				25-26		
5. Demonstrate ways to develop team and community spirit.						
6. Create an environment that encourages expressing ideas and perspectives.						
7. Examine the strengths and limitations of team members.						
8. Create strategies for integrating new members into a team.						
9. Apply transferable leadership skills that may be applied in family, community, and workplace environments.				25-26		
Standard 18. Analyze the relationship of careers to individual and family needs and desires.						
1. Investigate career paths to determine the skills, roles, and responsibilities associated with each.	18-34, 153-666					
Standard 23. Demonstrate a safe and healthy learning environment.						
1. Manage physical space to meet established state regulations for a safe environment.			153-178			
2. Manage potential environmental hazards.			202-221			
3. Demonstrate security and emergency procedures.			207-212			
4. Carry out safe and healthy practices that comply with state regulations to include, but not be limited to, first aid and CPR, universal precautions, food handling,			249-264			

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tuberculosis prevention, sanitation, and child's health status.						
5. Implement strategies to teach children healthy habits.			249-264			
6. Prepare nutritious meals and snacks.			223-240			
7. Identify symptoms of child abuse and neglect and use appropriate procedures to report suspected abuse or neglect to the designated authorities.			212-217			
8. Implement basic health practices and prevention procedures regarding childhood illnesses and communicable diseases.			242-249			
Standard 24. Apply developmentally appropriate practices to the care of children.						
1. Identify developmental milestones of a child's growth and development.		55-56, 88-150				
2. Apply a variety of assessment methods to observe and interpret children's behavior.		52-67				
3. Identify the special needs of exceptional children.		588-613				
4. Recognize individual learning styles and cultural backgrounds.		268-319, 347-349				
5. Arrange learning centers that provide for a child's exploration and discovery.					154-201	154-201
6. Consider the effects of cultural practices on children's behavior.		271, 480-482, 576				
Standard 25. Demonstrate integrated curricula and instruction that focus on children's developmental needs and interests.						
1. Explore a variety of curricula and instructional models.					340-364, 272-273	340-364, 272-273
2. Implement learning activities in all curricular areas that meet the developmental needs of children.					365-615	365-615
3. Demonstrate a variety of teaching methods to meet individual needs of children.					365-615	365-615
4. Set up activities, routines, and transitions.					155-337, 365-615	155-337, 365-615

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5. Implement an integrated curriculum that incorporates a child’s language, learning styles, home experiences, and cultural values.					155-639	155-639
Standard 26. Demonstrate positive classroom management and child guidance methods.						
1. Establish developmentally appropriate guidelines for behavior.			269-337			
2. Implement a variety of techniques for positive guidance and proactive classroom management.			269-337			
3. Model problem-solving skills with children.			277, 283-284, 304, 366-367, 435-436, 485-186, 574			
4. Model interpersonal skills that promote positive and productive relationships.				28-32, 25-26, 271-290, 406-421		
5. Facilitate constructive, supportive interaction and communication skills with children, families, and colleagues.				28-32, 25-26, 616-639, 658-662, 271-290, 300-306, 406-421, 479-491		

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Standard 27. Demonstrate positive collaborative relationships with families and the community.						
1. Implement strategies for involving families to promote a child’s growth and development.				616-639		
2. Communicate information to parents regarding developmental issues and concerns related to children.				616-639		
Standard 34. Evaluate conditions affecting individuals and families with a variety of disadvantaging conditions.						
1. Describe the stages of life span development.		88-150			88-150	88-150
2. Determine health, wellness, and safety issues of individuals and families with a variety of disadvantaging conditions.						
Standard 36. Demonstrate positive interactions and communication within the work environment.						
1. Demonstrate communication and interaction skills that foster team building.				25-26		
2. Demonstrate respect of individual differences with sensitivity to anti-bias, gender equity, age, and cultural diversity.				5271, 480-485, 576		
Standard 37. Demonstrate effective communication skills that enhance collaborative working relationships.						
1. Demonstrate clear and logical written, verbal, and non-verbal communication.				25, 644-647		
2. Demonstrate positive interpersonal skills to resolve conflict, negotiate, work as a team, and provide leadership.				25-26, 418		
3. Use accepted career/service terminology and technical information.						
4. Practice appropriate personal hygiene and dress requirements for early childhood, education, and human services careers.				653, 660-661		
5. Practice client and interpersonal relations skills.				25-26, 616-639		

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6. Demonstrate respect for individual differences with sensitivity to anti-bias, gender equality, age, and cultural diversity.						
7. Demonstrate commitment, enthusiasm, and initiative to business goals and improvements.				24-32, 660-662		
Standard 38. Demonstrate transferable employability skills in relation to individual, family, community and career roles.						
1. Demonstrate job-seeking skills.				640-666		
2. Apply communication skills in family, community, and career settings.				25, 616-639		
3. Demonstrate work ethics and professionalism.				26-27, 667-671		
4. Maintain safe and healthy family, community, and workplace environments.			25, 203-219			
5. Demonstrate teams skills needed in the family, community, and workplace.						
6. Demonstrate technological literacy, as applied in family, community, and workplace environments.						
7. Apply the economics of work to individual, family, and community needs.						
8. Relate essential living skills to employability skills for individuals.						
9. Practice appropriate personal hygiene and dress requirements needed in various workplaces.				653, 660-661		
Standard 39. Demonstrate professional practices and standards when working with children and families.						
1. Participate in continuing training and educational opportunities.				28, 658-660		

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2. Apply professional ethical standards accepted by the recognized professional organizations.				26-27, 6		
3. Implement federal, state, and local standards, policies, regulations, and laws that impact children, families, and programs.			21-22, 192-196, 204-205, 215			
4. Demonstrate employability skills.				21-32, 640-666		
5. Demonstrate confidentiality.				662		
Standard 40. Evaluate career paths within early childhood, family, community, and educational services.						
1. Assess the importance of early childhood, family, community, and education services in the United States and the world.	14-34					
2. Research the roles and functions of individuals engaged in early childhood, family, community, and educational services careers.	14-34, 544-587, 641-666					
3. Assess employment opportunities and preparation requirements.	641-666					
4. Review education and training requirements for different levels of employment.	18-34					
5. Assess the impact of early childhood, family, community, and educational service occupations on the local, state, national, and global economies.						
6. Research entrepreneurial opportunities related to these careers.	20-21					

Early Childhood Education I

Content Guideline

(The student will be able to. . .)

Unit One

Introduction to Early Childhood Care and Education

1. Outline opportunities for employment in early childhood care and education careers.
 - a. Identify employment opportunities in early childhood care and education careers.
 - b. List personal characteristics needed for employment in early childhood care and education careers.
 - c. Determine the training and education requirements for early childhood care and education professionals.
 - d. Explain the importance of the Child Development Associate (CDA) credential.
 - e. Identify types of early childhood programs available for children from birth through age eight.
 - f. Determine characteristics of high quality early childhood programs.
2. Evaluate methods used to study the growth and development of children.
 - a. Identify observation techniques for the study of children.
 - b. Distinguish between objective and subjective observations.
 - c. Practice ways to accurately report and interpret observation information.
3. Utilize activities of the Family, Career, and Community Leaders of America student organization as an integral component of course content and leadership development.

Unit Two

Child Development Principles

1. Analyze the process of development.
 - a. Identify terms associated with development.
 - b. Assess the characteristics of development.
 - c. Analyze the influence of heredity and environment on development.
 - d. Identify the special developmental needs of exceptional children.
2. Summarize the process of prenatal development.
 - a. Identify stages and terms associated with prenatal development.
 - b. Summarize factors that affect prenatal development.
3. Evaluate the physical and motor development of children from birth through age eight.
 - a. Outline physical development.
 - b. Describe fine motor and gross motor development.
 - c. Discuss eye-hand coordination.
4. Assess the cognitive and language development of children from birth through age eight.
 - a. Analyze language acquisition process.
 - b. Suggest methods for teaching language skills.
 - c. Discuss left brain and right brain preferences.

- d. Recognize signs of dyslexia.
5. Explain the developmental theories of Abraham Maslow, Montessori, Erik Erikson, Jean Piaget, Lev Vygotsky, and Howard Gardner.
6. Summarize the social and emotional development of children from birth through age eight.
 - a. Describe types of temperament.
 - b. Explain how temperament affects personality development.
 - c. Analyze the impact of play on social development.
 - d. Discuss how an appropriate environment promotes sound emotional development.
 - e. Explore methods for developing self-esteem.
 - f. Distinguish the types of play and their role in peer relationships.

Unit Three

Guidance, Health, and Safety

1. Evaluate ways to encourage children to take responsibility for their own actions and to become part of the problem-solving process.
2. Differentiate between appropriate and inappropriate guidance techniques for children from birth through age eight.
 - a. Describe various guidance principles.
 - b. List techniques for effective guidance.
 - c. Explain the importance of routines.
3. Summarize ways to promote the development of children's self-help skills.
4. Maintain a safe and healthy environment for young children.
5. Apply guidelines for maintaining a safe environment.
 - a. Practice and point out safety procedures by being alert to situations involving safety hazards.
 - b. Become familiar with evacuation and emergency drill procedures.
 - c. Determine safety precautions that need to be carried out in case of an emergency.
 - d. Select safe play equipment.
6. Apply guidelines for maintaining a healthy environment.
 - a. Identify symptoms of illness.
 - b. Determine first aid procedures for minor accidents.
 - c. Practice first aid procedures for minor accidents.

Unit Four

Personal and Professional Development

1. Demonstrate strategies for personal growth.
 - a. Discuss qualities of good character.
 - b. Practice time management techniques.
2. Apply strategies for professional development.
 - a. Use strategies to strengthen interpersonal relationships.
 - i. Maintain cooperative working relationships with others.
 - ii. Analyze the importance of good communication skills.
 - iii. Interact with parents.
 - b. Demonstrate handling organizational business.

Unit Five

Promoting Physical and Cognitive Development

1. Apply the principles of planning, presenting, and evaluating activities that promote physical development of children from birth through age eight.
 - a. Suggest ways to promote physical development.
 - b. Conduct activities that promote fine motor, gross motor, and sensory development.
2. Apply the principles of planning, presenting, and evaluating activities that promote cognitive development of children from birth through age eight.
 - a. Conduct math activities.
 - i. Discuss how math activities affect physical, social, emotional, and intellectual growth.
 - ii. Promote concept development in math activities.
 - iii. Select items for a math center.
 - iv. Plan and supervise developmentally appropriate math activities.
 - b. Conduct science activities.
 - i. Discuss how science activities affect physical, social, emotional, and intellectual growth.
 - ii. Select items for a science center.
 - iii. Supervise the care of pets and plants in the science center.
 - iv. Plan and supervise developmentally appropriate science activities.
 - c. Organize and guide language and literature activities.
 - i. Discuss how language and literature activities affect physical, social, emotional, and intellectual growth.
 - ii. Select children's books for different ages.
 - iii. Read stories to children.
 - iv. Promote concept development through story telling.
 - v. Plan and supervise developmentally appropriate language and literature activities.

Unit Six

Promoting Social, Emotional and Creative Development

1. Apply the principles of planning, presenting, and evaluating activities that promote social and emotional development of the children from birth through age eight.
 - a. Recommend materials and teaching strategies that promote a multicultural and anti-bias learning environment.
 - b. Plan and implement activities that promote social development.
 - c. Conduct activities that promote emotional development.
2. Apply the principles of planning, presenting, and evaluating activities that promote creative development of the children from birth through age eight.
 - a. Organize and guide art activities.
 - i. Discuss how art experiences affect physical, social, emotional, and intellectual growth.
 - ii. Explain the stages of art skill development.
 - iii. Compile a list of art materials needed for a classroom.

- b. Outline the purposes of music and movement activities.
 - i. Discuss how music, movement, and finger play activities affect physical, social, emotional, and intellectual growth.
 - ii. Use music to guide behavior.
 - iii. Promote creativity, self-expression, and concept development with music, movement, and finger play activities.
- c. Conduct music and movement activities.
 - i. Select and make some children's musical instruments.
 - ii. Plan and supervise developmentally appropriate music, movement, and finger play activities.

Resources

Family, Career, and Community Leaders of America. (2001). *Family, Career and Community Leaders of America Chapter Handbook*. Reston, VA: Author.

Louisiana Department of Education. (1998). *Family and Consumer Sciences Content Standards: Curriculum Framework*. Baton Rouge, LA: Author.

Stephens, K. (1999). *The Child Care Professional*. Peoria, IL: Glencoe-McGraw Hill.

Internet Sites

www.aafcs.org American Association for Family and Consumer Sciences.

www.fcclainc.org Family, Career, and Community Leaders of America, Inc.

www.cdacouncil.org Child Development Associate Council.

www.naeyc.org National Association for the Education of Young Children.

www.edipage.com Child Development Institute.

<http://nccic.org> National Child Care Information Center.