

TENNESSEE DEPARTMENT OF EDUCATION
Family and Consumer Sciences

**Category 3100 – Early Childhood
Education Careers I**



Goodheart-Willcox Publisher

***Working with Young Children* © 2008**
by Herr

**CORRELATION OF
CATEGORY 3100 - EARLY CHILDHOOD EDUCATION CAREERS I
to
Working with Young Children 2008**

<u>CURRICULUM STANDARDS</u>	<u>CORRELATING PAGE NUMBERS</u>
STANDARD 1.0 Demonstrate leadership, citizenship, and teamwork skills required for success in the school, community and early childhood education industry.	
Expectations and Performance Indicators	
1.1 Participate in the co-curricular Family, Career and Community Leaders of America (FCCLA) student organization.	26
1.2 Describe characteristics of good citizenship.	15-18, 215-217, 479, 485-487
1.3 Develop skills to be effective leaders and participants.	25
1.4 Cooperate within a multicultural environment to achieve goals.	188-190, 234, 481-482
1.5 Practice leadership skills through participating in class and co-curricular activities.	25, 34, 51, 67, 87, 103, 119, 134, 150, 178, 201, 221, 239, 264, 290, 308, 319, 326, 364, 388, 405, 421, 433, 450, 474, 491, 503, 525, 543, 569, 587, 615, 639, 666
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.	154-177, 191-199, 202-219
2.2 Implement Occupational Safety and Health Administration (OSHA) and standard precaution guidelines to prevent illness and communicable diseases.	240-264
2.3 Demonstrate emergency and security procedures.	207-212
2.4 Implement strategies to teach children health, safety, nutrition and sanitation habits.	204-212, 215-217, 223-239, 249-252
2.5 Plan, prepare and serve safe, healthy meals and/or snacks.	222-239
2.6 Recognize signs of abuse or neglect.	212-217
2.7 Use appropriate procedures to report suspected abuse or neglect.	212-217
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.	69-85
3.2 Classify behaviors or events with regard to the appropriate area of development (physical, intellectual, social and emotional)	89-150
3.3 Analyze the relationship between play and development by providing a variety of equipment, activities and opportunities for learning.	154-176, 180-199, 340-541
3.4 Enhance the communication of young children by encouraging verbal and nonverbal means of conveying thoughts and feelings.	25, 93-101, 107-110, 113-117, 123-131, 144-147, 271
3.5 Recognize that early childhood education is based on research and theory.	68-87
3.6 Utilize methods for observing and recording, including anecdotal observations and checklists.	53-67
3.7 Identify appropriate community resources for making referrals for children with developmental delays.	588-615
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).	24-25
4.2 Evaluate DAP materials and activities for specific ages.	24-25, 165-176, 180-201
4.3 Plan developmentally appropriate experiences for children, making adaptations for children with special needs.	24-25, 165-176, 340-541, 544-615
4.4 Plan the use of space, materials and routines for securing a developmentally appropriate environment.	154-201, 320-337

**CORRELATION OF
CATEGORY 3100 - EARLY CHILDHOOD EDUCATION CAREERS I
to
Working with Young Children 2008**

<u>CURRICULUM STANDARDS</u>	<u>CORRELATING PAGE NUMBERS</u>
4.5 Define anti-bias and identify resources for implementing an anti-bias approach in the classroom.	188-190, 271, 480-485, 576
4.6 Practice effective transition activities.	275, 333-334, 359-360
4.7 Evaluate common reasons for problem behavior and demonstrate appropriate management solutions and positive guidance techniques.	268-290
4.8 Demonstrate the ability to maintain positive control in small and large group settings.	268-319, 322-323
4.9 Identify and implement changes in program based on observation checklists and reports.	52-67, 343-345, 544-587
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.	616-639
5.2 Encourage parent/guardian to have a positive relationship with the child/children.	216-217, 494, 622-631
5.3 Describe how culture plays a role in relationships with families.	480-482, 576
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.	14-21, 188-190, 475-491, 526-541
6.2 Differentiate the types of child care services and programs.	35-51
6.3 Assess the elements necessary for a quality early childhood education program.	53-87, 155-665
6.4 Ensure a purposeful program by meeting the participant needs through competent skills and cooperative teamwork.	25, 34, 51, 67, 87, 103, 119, 134, 150, 178, 201, 221, 239, 264, 290, 308, 319, 326, 364, 388, 405, 421, 433, 450, 474, 491, 503, 525, 543, 569, 587, 615, 639, 666
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.	14-18
7.2 Assess personal traits and skills necessary for success in the field of early childhood education.	21-32, 640-666
7.3 Examine educational prerequisites and training requirements in early childhood education, services, and industry.	21-34
7.4 Formulate career goals based on opportunities for career pathways in early childhood education.	18-34, 640-666
7.5 Introduce training, post-secondary education opportunities, and financial resources for early childhood education career preparation.	18-34, 640-666
7.6 Identify professional organizations and their impact on the field of early childhood education.	572, 26-27, 37, 667-671
7.7 Review the components of the Tennessee Early Learning Developmental Standards and the Head Start Performance Standards.	39-40