

TENNESSEE DEPARTMENT OF EDUCATION
Family and Consumer Sciences

**Category 3110 – Early Childhood
Education Careers II**



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

**CORRELATION OF
CATEGORY 3110 - EARLY CHILDHOOD EDUCATION CAREERS II
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 student organization, Family, Career and Community Leaders of America (FCCLA).	26
1.2 Cooperate within a multicultural environment to achieve goals.	188-190, 234, 481-482
1.3 Practice leadership skills through participation 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	
Implement developmentally appropriate practices to plan for early childhood education.	
Expectations and Performance Indicators	
2.1 Examine child development theories and their implications for education and child care practices.	69-87
2.2 Distinguish between developmentally appropriate and inappropriate practices.	24-25, 165-176, 180-201
2.3 Implement strategies that promote children's growth and development.	153-615
2.4 Determine a variety of assessment methods to observe and interpret children's growth and development.	52-67
2.5 Establish routines and schedules, including activities and transitions, to complement learning centers and encourage developmental tasks.	320-363
STANDARD 3.0	
Integrate curriculum and instruction to meet the developmental needs and interests of children.	
Expectations and Performance Indicators	
3.1 Demonstrate a variety of teaching methods to meet the individual needs of children in language, creative arts, math, science, social studies and music.	365-341
3.2 Plan, supervise and evaluate learning centers that promote child exploration, creativity and discovery and help children achieve developmental tasks.	153-201, 320-615
3.3 Select and evaluate safe and developmentally appropriate toys and equipment for children.	191-198, 365-541

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<u>CURRICULUM STANDARDS</u>	<u>CORRELATING PAGE NUMBERS</u>
STANDARD 4.0	
Establish and maintain a safe and healthy environment for children.	
Expectations and Performance Indicators	
4.1 Implement health and safety policies that comply with the Tennessee Department of Human Services and/or Tennessee Department of Education licensing standards.	154-264
4.2 Evaluate the environment for optimal health of children in a child care program.	154-264
4.3 Use appropriate procedures to report suspected abuse or neglect to designated authorities.	212-217
4.4 Demonstrate first aid and emergency procedures including cardiopulmonary resuscitation (CPR) and (AED).	252-264
4.5 Recognize signs of abuse or neglect.	212-217
4.6 Use appropriate procedures to report suspected abuse or neglect.	212-217
STANDARD 5.0	
Demonstrate the skills needed to plan, prepare and serve nutritious snacks and meals for children.	
Expectations and Performance Indicators	
5.1 Apply appropriate guidelines when planning meals and snacks for children, including considerations for multicultural diversity.	222-239, 492-503
5.2 Implement required safety and sanitation practices when preparing and serving food in a child care program.	240-252
STANDARD 6.0	
Demonstrate techniques for positive collaborative relationships with others.	
Expectations and Performance Indicators	
6.1 Demonstrate problem-solving skills when working with others.	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, 631, 639, 666
6.2 Demonstrate interpersonal skills that promote positive and productive relationships with children and families.	28-32
6.3 Present information to parents regarding development issues and concerns related to children.	617-636
6.4 Demonstrate techniques to help children learn problem-solving and interpersonal skills.	38-45, 98-151, 269-615

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<u>CURRICULUM STANDARDS</u>	<u>CORRELATING PAGE NUMBERS</u>
STANDARD 7.0	
Demonstrate professional practices and standards related to working in the early childhood education industry.	
Expectations and Performance Indicators	
7.1 Investigate professional organizations and trade publications appropriate for continuing education.	26-28, 37-48-49
7.2 Apply professional ethical standards as accepted by the recognized professional organizations.	26-28, 667-671
7.3 Exhibit personal support of program goals and improvement.	22-33, 340-364
7.4 Assess standards, policies, regulations, and laws that impact children, families, and programs.	21-22, 26, 204-216, 242-251, 667-671
STANDARD 8.0	
Demonstrate employability, job procurement, and job retention skills within the early childhood education industry.	
Expectations and Performance Indicators	
8.1 Examine and apply requirement and procedures commonly followed during job procurement.	640-666
8.2 Examine employee rights and responsibilities.	22-28, 658-662
8.3 Update and formulate career goals based on opportunities for career pathways in early childhood education.	18-33, 640-662, 665-666
8.4 Research federal, state and local standards, policies, regulations, and laws that impact employees in a child care program.	21-22, 26, 204-216, 242-251, 667-671
8.5 Examine the benefits of personal and professional growth relating to the quality in child care services.	18-32, 640-666