Early Childhood Education I

8285 36 weeks / 280 hours

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Acknowledgments

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**Course Description**

**Suggested Grade Level:** 11 or 12

Students prepare to be primary providers of home-, family-, or institution-based childcare services by focusing on the planning, organizing, and conducting of meaningful play and learning activities; child monitoring and supervision; recordkeeping and referral procedures; and work-based learning experiences in on-site labs, local daycare centers, elementary schools, and other institutions under the supervision of the instructor. Students also prepare for continuing education leading to careers in early childhood fields (e.g., medical, social services, education).

As noted in *Superintendent's Memo #058-17 (2-28-2017)*, this Career and Technical Education (CTE) course must maintain a maximum pupil-to-teacher ratio of 20 students to one teacher, due to safety regulations. The 2016-2018 biennial budget waiver of the teacher-to-pupil ratio staffing requirement does not apply.

**Recommended prerequisite(s):** Introduction to Early Childhood, Education, and Services 8234/8233

**Task Essentials Table**

- Tasks/competencies designated by plus icons (⭐️) in the left-hand column(s) are essential
- Tasks/competencies designated by empty-circle icons (〇) are optional
Tasks/competencies designated by minus icons (−) are omitted
Tasks marked with an asterisk (*) are sensitive.

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<thead>
<tr>
<th>8285</th>
<th>Tasks/Competencies</th>
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<tbody>
<tr>
<td>✔</td>
<td>Analyze the meaning of work and the meaning of family.</td>
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<tr>
<td>✔</td>
<td>Compare how families affect work life and how work life affects families.</td>
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<tr>
<td>✔</td>
<td>Identify management strategies for balancing work and family roles.</td>
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<td>✔</td>
<td>Identify ways to manage physical space to maintain a developmentally appropriate learning environment for each child.</td>
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<td>Demonstrate strategies designed to teach children personal health, safety, and sanitation habits.</td>
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<td>Give examples of meals and snacks that accommodate allergies and promote healthy eating practices.</td>
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<td>✔</td>
<td>Describe signs and symptoms of child abuse and neglect and the role of a mandated reporter.</td>
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<td>✔</td>
<td>Describe signs and symptoms of child trauma.</td>
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<td>✔</td>
<td>Describe the components of a daily child health check.</td>
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<td>✔</td>
<td>Identify procedures for staff, parents, and children that help prevent childhood illnesses and communicable diseases.</td>
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<td>✔</td>
<td>Outline security procedures for an early childhood education environment.</td>
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<td>✔</td>
<td>Explain emergency and safety procedures used in an early childhood education environment.</td>
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<td>✔</td>
<td>Analyze child development theories for early childhood best practices.</td>
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<td>✔</td>
<td>Examine a variety of research-based assessment methods and tools that are used to interpret a child's growth and development.</td>
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<td>✔</td>
<td>Describe cultural, family, economic, and environmental factors that may affect a child’s development.</td>
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<td>✔</td>
<td>Identify the developmental needs of a child.</td>
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<td>✔</td>
<td>Explain developmentally appropriate practices that promote children's growth and development.</td>
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<td>✔</td>
<td>Identify developmentally appropriate guidance techniques.</td>
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<td>✔</td>
<td>Describe self-regulation skills that are practiced with children to promote positive social interaction.</td>
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<td>✔</td>
<td>Identify the interpersonal skills that promote positive and productive relationships with children.</td>
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<tr>
<td>✤ Examine a variety of research-based curriculum and instructional models used in early childhood education.</td>
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<td>✤ Plan developmentally appropriate learning experiences in all curriculum areas.</td>
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<td>✤ Analyze an integrated curriculum that incorporates a child's language, learning styles, home experiences, and cultural values into developmentally appropriate learning experiences.</td>
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<td>✤ Identify a variety of teaching methods to accommodate each child’s learning style.</td>
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<td>✤ Evaluate learning centers that encourage a child’s interests, exploration, discovery, and development.</td>
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<td>✤ Create a schedule of activities, routines, and transitions.</td>
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<td>✤ Identify strategies for constructive and supportive interactions that promote family partnerships.</td>
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<td>✤ Assess ways to share information with parents/guardians regarding developmental topics and concerns related to children.</td>
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<td>✤ Explain the current and emerging roles and functions of individuals engaged in careers related to early childhood education.</td>
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<td>✤ Examine education and training requirements and opportunities for career paths in early childhood education and services.</td>
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<td>✤ Identify opportunities for continuing education and training in early childhood education and related fields.</td>
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<td>✤ Describe ethical standards of professional organizations that are associated with early childhood education.</td>
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<td>✤ Explore federal, state, and local government regulations that affect early childhood development programs.</td>
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<td>✤ Complete a self-assessment to identify personal assets.</td>
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<td>✤ Describe the desired characteristics of professionals working with young children.</td>
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<td>✤ Examine the changing social and family dynamics that have increased the need for early childhood education and services.</td>
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Legend: ✤Essential  ○Non-essential  ☐Omitted

Curriculum Framework
Balancing Work and Family
Task Number 39

Analyze the meaning of work and the meaning of family.

**Definition**

Analysis should include

- evaluating work and family systems
- assessing characteristics of strong work and family organizations
- examining the evolution of the workforce
- identifying the rewards of work within and outside of the family
- describing the roles and responsibilities of employees and family members
- determining the effects of interdependence on each member of the family
- evaluating ways in which the evolution of the family life cycle affects choices and decisions
- defining personal and family values.

**Process/Skill Questions**

**Thinking**

- What factors should one consider when analyzing work and family structures?
- What criteria should one use to assess work and family systems?
- How are the roles and responsibilities of employed workers and family members alike, and how are they different?
- How is the role of management in the workplace like or unlike the role of management in the family?

**Communication**

- How can the workplace be respectful of the family and individuals?
- How can one communicate to others the importance of being aware of the values of work and family?
- How can family members at different stages of the family life cycle communicate their values and choices?

**Leadership**

- What leadership techniques does one need to develop workplace strategies for change?
- How can the family and the employer develop leadership skills in individuals?
- What leadership techniques does one need to develop family strategies for change?
- How can leadership skills be integrated into the family and the workplace?

**Management**

- How can one develop a life plan that reflects family values?
- How can an individual’s management skills be integrated into the family and into the workplace?
- What resources can help one define his/her work and family values?

**FCCLA National Programs**

Families First: Balancing Family and Career

Families First: Families Today

Families First: Meet the Challenge

Families First: Parent Practice

Families First: You-Me-Us

Power of One: A Better You

Power of One: Family Ties

Power of One: Working on Working

Student Body: The Real You

Student Body: The Resilient You

**FCCLA: STAR Events (2019)**

Career Investigation

Entrepreneurship

Interpersonal Communications

Job Interview

Professional Presentation

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**Task Number 40**

**Compare how families affect work life and how work life affects families.**

**Definition**

Comparison should include the financial, social, intellectual, emotional, and ethical issues involved in work and family roles.
Process/Skill Questions

Thinking

- What effects do technological changes in the workplace have on families?
- What effects do other workplace trends have on families?
- What are the benefits and disadvantages of work as it relates to family?
- What are the effects of family stress and/or change on the workplace?
- What effects might family life have on financial, social, intellectual, and ethical issues?

Communication

- How can one communicate the importance of work life to family members and the importance of family life to those in the workplace?
- What communication skills does one need to balance the effects of family life on work and vice versa?

Leadership

- What leadership techniques does one need to develop workplace strategies for change?
- How can the family and the employer develop leadership skills in individuals?
- What leadership techniques does one need to be able to direct or redirect the effects of family on work and work on family?
- How can leadership skills be integrated into the family and the workplace?

Management

- How can an individual’s management skills be integrated into the family and into the workplace?
- What resources can help an individual analyze and manage ways in which families are affected by work life and work is affected by family life?
- What management skills does one need to minimize the effects of family life on work and the effects of work on family life?
- What resources can help one determine his/her values toward work and families?

FCCLA National Programs

Families First: Balancing Family and Career

Families First: Families Today

Families First: Meet the Challenge

Families First: You-Me-Us

Power of One: A Better You

Power of One: Family Ties
Task Number 41

Identify management strategies for balancing work and family roles.

Definition

Identification should include

- use of time
- prioritization of family and work responsibilities
- ways to handle stress
- health and safety issues
- conflict resolution
- family and work values
- stages of the family and career life cycle.

Process/Skill Questions

Thinking

- What is the relationship between the family’s circumstances and work productivity?
- Why is it important to a person, to the family, and to the employer to balance work and family roles?
- What factors should one consider when developing management strategies related to family and the workplace?
- What responsibility does an employer have for a worker’s well-being at home?
- When is it appropriate for an employer to intervene in an employee’s personal/family life?
- What is the relationship of community activities and responsibilities to work and family roles?
- How do management strategies for balancing work and family roles change as the family progresses through its life cycle?

Communication
• When is it appropriate for an employee to communicate personal/family problems to an employer?
• What communication skills does one need to develop strategies for balancing work and family roles?
• How can one communicate to others the importance of balancing work and family roles?

Leadership

• What leadership techniques can one use to address and resolve conflict regarding work and family roles?
• What skills do family members need to become leaders?
• What criteria should one use to assess his/her efforts at balancing work and family roles?

Management

• What management skills does one need to set priorities at work and at home?
• What kind of training is needed to develop management strategies for balancing work and family roles?
• What management skills does one need to deal with issues at different stages of the family life cycle?

FCCLA National Programs

Families First: Balancing Family and Career

Families First: Families Today

Families First: Meet the Challenge

Families First: Parent Practice

Families First: You-Me-Us

Power of One: A Better You

Power of One: Family Ties

Power of One: Working on Working

Student Body: The Fit You

Student Body: The Healthy You

Student Body: The Real You

Student Body: The Resilient You

FCCLA: STAR Events (2019)

Interpersonal Communications

National Programs in Action
Providing a Positive, Safe, and Healthy Learning Environment

Task Number 42

Identify ways to manage physical space to maintain a developmentally appropriate learning environment for each child.

Definition

Identification should include

- results of research into the needs of children regarding safe, ergonomically and developmentally appropriate indoor and outdoor space, room arrangements, and equipment
- components of a diverse/multicultural learning environment
- how to adapt the learning environment to accommodate special needs
- identification of safety hazards inside and outside the childcare facility
- regulations concerning safety and prevention of illness and injury.

Teacher Resources:
- Infant/Toddler Environment Rating Scale, Third Edition (ITERS-3)
- Early Childhood Environment Rating Scale (ECERS-R)

Process/Skill Questions

Thinking

- What criteria determine the parent’s choice of childcare program?
- How do parents rank the importance of specific criteria (e.g., physical space) as compared to other elements of a program (e.g., curriculum, cost, or convenience)?
- What is the relationship between a safe, healthy learning environment and successful childcare operation?
- What are professional, state, and local standards for a safe, healthy learning environment?
- How should child development environments be arranged?
- How can the learning environment be adapted to accommodate students with special needs?
- What types of equipment and materials should be included in each area (e.g., art area, science area) of the early childhood classroom?
- What types of rules for children encourage positive behavior?
Communication

- What criteria should be used to decide how to provide a safe, healthy learning environment?
- How can one communicate the standards for a safe, healthy learning environment to parents and children?

Leadership

- What skills do leaders need to manage physical space and to maintain a safe, healthy learning environment?
- What are potential consequences of failure to maintain a safe, healthy learning environment?

Management

- What resources are needed to meet the standards for physical space management?
- What steps can be taken to arrange or rearrange space to meet the standards?
- What factors should be considered regarding preparing, storing and maintaining equipment and materials in the early childcare center?
- What factors should be considered when developing a schedule or routine of activities?
- What role does budget play in determining what is used?
- How can childcare professionals identify resources available for funding to provide a safe and healthy learning environment?

National Standards for Family and Consumer Sciences Education

4.4.1
Manage physical space to maintain a learning environment that is safe and healthy and encourages physical activity.

FCCLA National Programs

Power of One: A Better You

Power of One: Family Ties

Power of One: Working on Working

FCCLA: STAR Events (2019)

Career Investigation

Event Management

Focus on Children

Job Interview

National Programs in Action
Task Number 43

Explain state and local health and safety regulations for an early childhood education environment.

Definition

Explanation should include identification of

- state and local regulations pertaining to health, safety, and the physical space
- practices concerning physical safety and security of children, staff, and visitors
- supervision appropriate for developmental level of children
- practices that prevent illness and injury
- procedures to deal with emergencies.

Teacher Resources:
VDSS Child Daycare Licensing

Process/Skill Questions

Thinking

- What is the meaning of safe and healthy practices?
- How are they similar to and different from practices implemented by local families and the community?
- What are some potential consequences of failure to apply professional practices or follow regulations?
- How are safe and healthy practices influenced by resource management and operational costs?
- How do safe and healthy practices affect curriculum planning?
- What connections exist between safe and healthy practices and resource management, curriculum planning, and operational costs?

Communication

- What criteria should be used to determine safe and healthy practices?
- How can the practices be communicated to parents and children?

Leadership

- What skills are needed to implement safe and healthy practices that comply with state regulations? How can the consistent application of these practices be ensured?
- How can the confidence of parents and the community be maintained in the practices followed by the organization?

Management
• What resources are needed for consistent application of safe and healthy practices?
• What procedures need to be in place to comply with state regulations?
• What regulations need to be met when managing physical space in an early childhood education environment?
• What laws and regulations pertain to licensed childcare facilities?
• How can it be ensured that all caregivers in the childcare setting are properly trained in emergency procedures?

**National Standards for Family and Consumer Sciences Education**

**4.4.2**

Apply safe and healthy practices that comply with local, state, and federal regulations to assure learners' safety.

**FCCLA National Programs**

Families First: Families Today

Power of One: A Better You

Power of One: Working on Working

**FCCLA: STAR Events (2019)**

Career Investigation

Focus on Children

Interpersonal Communications

Job Interview

Leadership

National Programs in Action

Professional Presentation

Public Policy Advocate

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**Task Number 44**

**Demonstrate strategies designed to teach children personal health, safety, and sanitation habits.**

**Definition**
Demonstration should include

- appropriate eating practices
- USDA MyPlate guidelines nutritious snacks, meals, and beverages
- state and local regulations pertaining to health, safety, and the physical space
- identification of instruction for children in health, safety, and sanitation procedures
- instruction for children in maintaining health, safety, and sanitation
- incorporating universal precautions/infection control: bloodborne pathogens
- diapering and potty training guidelines and appropriate hand washing techniques.

Teacher Resources:
Child and Adult Care Food Program (CACFP)
ChooseMyPlate

Process/Skill Questions

Thinking

- What criteria should be used to determine strategies to teach health, safety, and sanitation habits?
- What are the developmental needs of the children? How might strategies be adapted to meet the needs of different children?
- Whose primary responsibility is it to teach children health, safety, and sanitation habits—parents or childcare professionals?

Communication

- What strategies should be used to promote cooperation between parents and childcare professionals in the teaching of health, safety, and sanitation habits?
- What beliefs, actions, or conditions might limit cooperation?
- What strategies should be used to teach children good nutritional habits? What constitutes good nutrition?

Leadership

- What skills are needed to implement strategies that teach children health, safety, and sanitation habits?
- How might specific strategies help and/or harm children?
- How can parents be involved in teaching children healthy, safety, and sanitation habits?

Management

- What management procedures are required to implement strategies to teach children health, safety, and sanitation habits?
- What consequences may result from failure to secure the cooperation of parents when implementing strategies to teach children health, safety, and sanitation habits?
- How are universal precautions implemented in an early childhood learning environment?
- What resources and practices do early childhood professionals use to recognize symptoms of common childhood illnesses and diseases?

National Standards for Family and Consumer Sciences Education
4.4.3
Implement strategies to teach health, safety, and sanitation habits.

FCCLA National Programs

Power of One: A Better You

Power of One: Family Ties

Power of One: Working on Working

Student Body: The Healthy You

FCCLA: STAR Events (2019)

Career Investigation

Event Management

Focus on Children

Job Interview

National Programs in Action

Nutrition and Wellness

Professional Presentation

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Task Number 45

Give examples of meals and snacks that accommodate allergies and promote healthy eating practices.

Definition

Examples should include

- state and federal regulations pertaining to food and nutrition nutritional
- information presented in Dietary Guidelines for Americans
- common food allergies including the multitude of names that may be on a food label for the same product (e.g., eggs, milk, nuts)
- plan to communicate allergies to substitute teachers/care providers
- training for substitute teachers/care providers to respond to allergic reactions
- identification of warning signs of allergic reactions/sensitivities/intolerance to all staff
- description of an allergy action plan completed by the child’s physician
- menu planning including cultural preferences
- foods that may lead to choking
- safe food-handling practices.

Teacher Resources:
- [Standards for Licensed Child Day Centers](#)
- [FARE Food Allergy & Anaphylaxis Emergency Care Plan](#)

**Process/Skill Questions**

**Thinking**

- What criteria should be used to determine safe and healthy meals and snacks?
- What are the nutritional needs of the children? How might meals and snacks be adapted to meet the needs of different children?
- What standards should be used to judge the quality of food prepared for young children?

**Communication**

- How can the standards and practices regarding meals and snacks be communicated to parents and children?
- How might social, cultural, or ethnic differences in the client population influence the choices of meals and snacks?

**Leadership**

- What skills are needed to provide safe and healthy meals and snacks to children?
- What strategies could be used to encourage children to eat safe and healthy meals and snacks?

**Management**

- What management procedures are required to institute a system for providing safe and healthy meals and snacks?
- What resources are needed to provide safe and healthy meals and snacks?
- What are the consequences of staff not communicating information about a child’s food allergies to substitute teachers/care providers?

**National Standards for Family and Consumer Sciences Education**

4.4.4
Plan safe and healthy meals and snacks that meet USDA standards.

**FCCLA National Programs**

**Power of One: A Better You**

**Power of One: Family Ties**
Task Number 46

Describe signs and symptoms of child abuse and neglect and the role of a mandated reporter.

Definition

Description should include

- definition of *abuse and neglect*
- signs and symptoms of abuse and neglect (e.g., emotional, verbal, physical or sexual abuse, malnutrition, and medical neglect)
- definition of a *mandated reporter*
- state regulations and procedures for reporting suspected child abuse or neglect
- school policy procedures (chain of command)
- role of the mandated reporter in child advocacy
- privacy laws related to mandated reporting.

Teacher Resources:
CASA Court Appointed Special Advocates for Children
Child Protective Services (CPS)
Process/Skill Questions

Thinking
- What is child advocacy and how can caregivers engage in it?
- What are some ethical issues for childcare professionals regarding the determination and reporting of child abuse or neglect?
- What are some potential consequences of reporting or failing to report suspected cases?
- What criteria should be used to decide if symptoms displayed by a child might be the result of abuse or neglect?
- Why is confidentiality important? What type of information must be kept confidential?
- How can protection education help to promote a safe environment that protects children from abuse and neglect?

Communication
- How can the policies and procedures regarding reporting of suspected child abuse and neglect be communicated to parents, children, and the community?
- How might social, cultural, or ethnic differences in the client population influence the communication?

Leadership
- What should be done to help prevent child abuse and neglect in the community?
- What skills and knowledge are needed to recognize possible cases of child abuse and neglect?

Management
- What strategies might be effective in preventing cases of child abuse and neglect?
- What are the local regulations and procedures for reporting suspected child abuse and neglect? Who are the designated authorities?
- What resources are available for adults and children involved in cases of child abuse and neglect?

National Standards for Family and Consumer Sciences Education

4.4.5
Document symptoms of abuse and neglect and use appropriate procedures to report suspected abuse or neglect to the designated authorities.

FCCLA National Programs

Power of One: A Better You

Power of One: Family Ties

Power of One: Working on Working

STOP the Violence
Task Number 47

Describe signs and symptoms of child trauma.

Definition

Description should include

- definition of trauma and trauma-informed care
- recognition of signs and symptoms of child trauma
- sources of trauma (e.g., ACES, opioid crisis, generational impact)
- effects of trauma (e.g., brain development, social and emotional impact)
- benefits of trauma-informed care.

Process/Skill Questions

Thinking

- How might a child’s development and performance in school be affected by trauma?
- Why should early childhood professionals be trained in trauma informed care?

Communication

- What strategies should be used to communicate with parents to enable teachers/care givers to provide a safe environment for a child who was been the victim of trauma?
- Why is confidentiality important when handling cases of child trauma?

Leadership

- What skills and knowledge are needed to recognize signs and symptoms of child trauma?
- How might specific strategies help and/or harm children dealing with trauma?
Management

- What resources are available for those involved in child trauma?
- What strategies might be effective to help prevent cases of child trauma?

National Standards for Family and Consumer Sciences Education

4.4.6
Implement basic health practices and prevention procedures for workers and learners regarding illness, communicable diseases, accidents and trauma.

FCCLA National Programs

Power of One: A Better You

Power of One: Family Ties

Power of One: Working on Working

Student Body: The Real You

Student Body: The Resilient You

FCCLA: STAR Events (2019)

Career Investigation

Event Management

Interpersonal Communications

Job Interview

National Programs in Action

Professional Presentation

Public Policy Advocate

Task Number 48

Describe the components of a daily child health check.

Definition
Description should include

- benefits of a daily health check for preventing the spread of illnesses or diseases
- types of communicable diseases (e.g., lice, scabies)
- recognition of illnesses on the communicable disease chart
- school attendance
- changes in behavior
- physical symptoms of illness
- regulations required by the state pertaining to the daily child health check.

Teacher Resources:
OSHA's Bloodborne Pathogens Standard (29 CFR 1910.1030)

Process/Skill Questions

Thinking

- Why is it important to do a daily health check on each child?
- When should a daily health check be done? Why?
- How is a daily health check documented?

Communication

- What are some questions to ask the parent or guardian when doing a daily health check?
- What are some questions to ask the child when doing a daily health check?

Leadership

- What are some steps to prevent an illness or reduce the risk of transmission of infectious disease?
- Why is it important that the childcare staff is healthy?
- What are some good health practices that will help the staff stay healthy?

Management

- How long should the childcare facility keep a written record of concerns identified for each child? Why?
- What is the purpose of screening tests?
- What are some screening tests that might be used in a childcare center?
- How may observations of children be used to document student progress?
- What types of observations are used by early childhood professionals?
- How can early childhood professionals effectively use different types of observation?
- What types of information should be documented on children through observation?
- What is the difference between objective and subjective observations?
- What is the difference between direct and indirect observations?
- How can early childhood professionals interpret and use observation data?

National Standards for Family and Consumer Sciences Education

4.4.6
Implement basic health practices and prevention procedures for workers and learners regarding illness, communicable diseases, accidents and trauma.

**FCCLA National Programs**

- Power of One: A Better You
- Power of One: Family Ties
- Power of One: Working on Working
- Student Body: The Healthy You
- FCCLA: STAR Events (2019)
- Career Investigation
- Event Management
- Interpersonal Communications
- Job Interview
- National Programs in Action
- Professional Presentation

**Task Number 49**

**Identify procedures for staff, parents, and children that help prevent childhood illnesses and communicable diseases.**

**Definition**

Identification should include

- immunization requirements and schedule
- state health, safety, and sanitation standards
- food preparation procedures
- cleaning and sanitation procedures for equipment and materials
- mealtime behavior standards
- basic hygiene procedures
- standard hand-washing procedures.

Teacher Resource:
Thinking

• What basic health practices lead to a healthy learning environment?
• What are the standards, laws, and regulations regarding a healthy learning environment?
• What are legal and ethical responsibilities of childcare professionals regarding a healthy learning environment?
• How can caregivers promote and foster self-helping behavior and skills in children?

Communication

• What criteria should be used to decide how to provide a healthy learning environment?
• How can the standards for a healthy learning environment be communicated to parents and children?
• How can early childhood professionals effectively communicate with parents?
• What verbal and non-verbal methods and techniques should caregivers use to foster positive adult-child communication?

Leadership

• What can be done to ensure that the basic health practices and prevention procedures are followed?
• What historical circumstances led to the formation of current health practices in this country?

Management

• What steps lead to implementing health practices that comply with state regulations?
• What are the consequences of poor health practices and illness prevention procedures?

National Standards for Family and Consumer Sciences Education

4.4.6 Implement basic health practices and prevention procedures for workers and learners regarding illness, communicable diseases, accidents and trauma.

FCCLA National Programs

Power of One: A Better You

Power of One: Family Ties

Power of One: Working on Working

Student Body: The Healthy You

FCCLA: STAR Events (2019)
Task Number 50

Outline security procedures for an early childhood education environment.

Definition

Outline should include

- state and local regulations regarding safety procedures
- plans for
  - evacuation
  - shelter-in-place
  - lockdown
- procedures for secure arrival and departure of children procedures for communicating with emergency personnel, other staff members, and parents (e.g., Short Message Service (SMS), automated voicemail, and text blasts).

Process/Skill Questions

Thinking

- What are some potential consequences of having/not having security procedures in place?
- What are some legal and ethical issues for childcare professionals regarding the security of staff and children?
- How is the effectiveness of security procedures evaluated?

Communication

- How are young children taught the importance of following security procedures?
- How are security procedures communicated to parents, children, and the community?
- How may technology be utilized to enhance security procedures?

Leadership
What can be done to ensure that security procedures are followed?
What leadership skills are needed to plan and implement security procedures?
What leadership skills are needed to maintain order and calm behavior among young children in case of emergency?

Management

What factors need to be considered when selecting security procedures?
What training and resources are required to implement security procedures?
Which laws and regulations pertain to safety in licensed childcare facilities?

National Standards for Family and Consumer Sciences Education

4.4.7
Demonstrate security and emergency procedures.

FCCLA National Programs

Power of One: A Better You
Power of One: Family Ties
Power of One: Working on Working

FCCLA: STAR Events (2019)
Career Investigation
Interpersonal Communications
Job Interview
National Programs in Action
Professional Presentation

Task Number 51

Explain emergency and safety procedures used in an early childhood education environment.

Definition

Explanation should include
• requirements for posting
• emergency phone numbers
• maps
• emergency procedures
• infant and child CPR procedures
• first-aid procedures
• identification of appropriate emergency drills and frequencies
• universal precautions/infection control
• best practices to help prevent common childhood injuries
• incident- and accident-reporting procedures
• procedures to prevent Sudden Infant Death Syndrome (SIDS) and Sudden Unexpected Infant Death Syndrome (SUIDS)
• Occupational Safety and Health Administration (OSHA) requirements
• licensing standards for space and equipment
• procedures for communicating with emergency personnel, other staff members, and parents.

Process/Skill Questions

Thinking

• What are some potential consequences of having/not having emergency and safety procedures in place?
• What are the legal and ethical issues for childcare professionals regarding safety of staff and children?
• How is the effectiveness of emergency and safety procedures evaluated?
• Why is it important to teach children emergency and safety procedures, such as fire drills, etc.?

Communication

• How are young children taught the importance of following emergency and safety procedures?
• How are emergency and safety procedures communicated to parents, children, and the community?
• How can technology be used to enhance emergency and safety procedures?
• How can best practices and community resources be communicated to parents regarding injury prevention in children?

Leadership

• What can be done to ensure that emergency and safety procedures are followed?
• What leadership skills are needed to plan and implement emergency and safety procedures?
• What leadership skills are needed to maintain order and calm behavior among young children in case of emergency?

Management

• What are the steps to take in selected cases of emergency?
• What strategies will help maintain order in case of emergency?
• What are the basic emergency first aid procedures for children?
• How can lead childcare staff ensure all teachers/staff are trained in basic emergency first aid and emergency procedures?

National Standards for Family and Consumer Sciences Education
4.4.7
Demonstrate security and emergency procedures.

FCCLA National Programs

Power of One: A Better You

Power of One: Family Ties

Power of One: Working on Working

FCCLA: STAR Events (2019)

Career Investigation

Event Management

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National Programs in Action

Professional Presentation

Public Policy Advocate

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Promoting Physical, Cognitive, Language, Social, and Emotional Development

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Task Number 52

Analyze child development theories for early childhood best practices.

Definition

Analysis should include

- studying various theories and associated instructional methods
relating theoretical implications to hands-on lab experiences.

Process/Skill Questions

Thinking

- What are some of the current theories of child development?
- How do these child development theories relate to providing a best practice environment for early childhood students?

Communication

- How should the early childhood student communicate information to parents following best practices in current child development theory?

Leadership

- How does applying child development theories enhance the activities that are presented to young children?

Management

- How should one prepare the preschool environment and activities to maximize best practices theories?
- What are the basic requirements regarding preparing a best practice environment for children?

National Standards for Family and Consumer Sciences Education

4.2.1
Analyze child development theories and their implications for educational and childcare practices.

FCCLA National Programs

Power of One: A Better You

Power of One: Family Ties

Power of One: Working on Working

FCCLA: STAR Events (2019)

Professional Presentation

Task Number 53
Examine a variety of research-based assessment methods and tools that are used to interpret a child's growth and development.

**Definition**

Examination should include comparing various formal and informal observation tools and methods (e.g., anecdotal records, checklists, rating scales).

**Process/Skill Questions**

**Thinking**

- What methods can be used to assess the development of children?
- What are the goals of assessment?
- What criteria should be used to evaluate assessment methods and instruments?
- How should teachers use the data collected to help them prepare differentiated instruction to meet the individual needs of the students?
- Why is the development of motor and sensory skills important?
- How does one's physical development relate to the other areas of a child’s development?

**Communication**

- What skills are necessary to assess a variety of children with different developmental needs?
- How are assessment standards and practices communicated to parents and children?
- How should the results of assessments be conveyed to parents?

**Leadership**

- What leadership qualities are required to implement effective assessment methods?
- What can be done to ensure that effective assessment methods are used consistently?
- What legal and ethical issues are associated with assessment of children’s development?

**Management**

- What training and resources are required to implement effective assessment methods?
- How should the results of assessment be used?

**National Standards for Family and Consumer Sciences Education**

4.2.2
Explore assessment tools and methods to observe and interpret children's growth and development and apply to assess growth and development across the lifespan.

**FCCLA National Programs**

**Power of One: A Better You**

**Power of One: Family Ties**
Task Number 54

Describe cultural, family, economic, and environmental factors that may affect a child’s development.

Definition

Description should include

• results of researching a variety of multicultural environmental factors, parenting styles, and family structures
• comparing a variety of cultures, parenting styles, and family structures
• distinguishing the effect of heredity and environment on a child’s development.

Process/Skill Questions

Thinking

• What methods can be used to assess the cultural and environmental factors affecting the development of children?
• What are the goals of assessment?
• What cultural and environmental factors may influence the assessment of a child’s development?
• What is the expected size of a child’s vocabulary at different ages?
• When do children start using sentences?
• At what ages (infant, toddler, preschooler, school age) are certain language and grammar skills developed?
• What activities promote language development in children?
• How is language development interconnected with other areas (e.g., physical, cognitive, social, emotional) of child development?
• What factors influence language development?

Communication

• What skills are necessary to assess children with different cultural and environmental backgrounds?
• How are assessment standards and practices communicated to parents and children?
• How can the results of assessments be conveyed to parents of different cultures, languages, and environments?
Leadership

- What leadership qualities are required to implement effective assessment methods?
- What can be done to ensure that cultural and environmental influences are considered when assessing children’s development?
- What legal and ethical issues are associated with assessment of children’s development?

Management

- What training and resources are required to implement effective assessment methods?
- How should the results of assessment be used?
- How can early childhood professionals incorporate language development into a classroom or curriculum?

National Standards for Family and Consumer Sciences Education

4.2.3
Analyze cultural and environmental influences when assessing development of children, youth and adults.

FCCLA National Programs

Families First: Balancing Family and Career
Families First: Families Today
Families First: Meet the Challenge
Families First: Parent Practice
Families First: You-Me-Us
Power of One: A Better You
Power of One: Family Ties
Power of One: Working on Working

FCCLA: STAR Events (2019)

Professional Presentation

Task Number 55

Identify the developmental needs of a child.
Definition

Identification should include

- importance of play
- traits and patterns of child development
- age categories and stages of child development
- how areas of development correlate with one another
- intentional teaching strategies, materials, and resources for each developmental stage.

Process/Skill Questions

Thinking

- What is meant by developmental needs? What criteria should be used to determine developmental needs of children?
- What are some effective assessments to determine developmental needs?
- What are some legal and ethical issues regarding the care and education of children with developmental needs?
- How do cultural, environmental, and physical needs affect a child’s learning?

Communication

- What skills are necessary to communicate with children who have developmental needs?
- How are standards and practices communicated to parents of children with developmental needs?
- How can one use technology to help children with developmental needs?

Leadership

- What leadership skills are needed to work with families of children with developmental needs?
- What can be done to ensure that appropriate practices are used with children who have developmental needs?

Management

- What training and resources are required to determine the developmental needs of children?
- What community resources are available to help children with developmental needs?

National Standards for Family and Consumer Sciences Education

4.2.4
Address specific developmental needs of children, youth and adults based on assessment of their abilities.

FCCLA National Programs

Power of One: A Better You

Power of One: Family Ties
Task Number 56

Explain developmentally appropriate practices that promote children's growth and development.

Definition

Explanation should include

- different ways of creating a learning environment to accommodate developmental levels
- learning styles, abilities, and interests of individual children
- identifying the benefits of various learning centers (e.g., dramatic play, fine motor, science, music, art, library, blocks).

Process/Skill Questions

Thinking

- What is meant by developmentally appropriate practices? What are the goals of these practices?
- What criteria should be used to select practices that promote children’s growth and development?
- What are some potential consequences of implementing ineffective practices for instruction and play activities?

Communication

- What communication skills are needed for positive classroom management and child guidance?
- How are developmentally appropriate practices communicated to families and the community?
• How can technology be used as a tool for classroom management and instructional practices to promote children’s growth and development?

Leadership

• What leadership skills are needed to implement practices to promote children’s growth and development?
• How can one evaluate practices to determine their effectiveness in promoting children’s growth and development?

Management

• What training and resources are required to implement methods of classroom management that promote children’s growth and development?
• How can operations be managed to allow teachers adequate time to develop practices?

National Standards for Family and Consumer Sciences Education

4.2.5
Analyze strategies that promote growth and development of children, youth and adults.

FCCLA National Programs

Power of One: A Better You

Power of One: Family Ties

Power of One: Working on Working

FCCLA: STAR Events (2019)

Career Investigation

Early Childhood Education

Entrepreneurship

Focus on Children

Professional Presentation

Public Policy Advocate

Task Number 57
Identify developmentally appropriate guidance techniques.

Definition

Identification includes advantages/importance of

- good planning
- establishment of rules
- classroom management procedures
- direct/indirect guidance skills
- redirection
- forbidden actions for staff (e.g., physical punishment, demeaning remarks, applying unpleasant substances [e.g., hot sauce for biting, unpleasant substances on thumb for thumb-sucking])
- positive reinforcements (e.g., verbal encouragement, body language, eye contact).

Process/Skill Questions

Thinking

- What is meant by developmentally appropriate guidelines?
- What criteria should be used to select guidelines for behavior?
- What are some potential consequences of having/not having guidelines for behavior?
- How can we use positive guidance techniques to guide children's behavior?

Communication

- What communication skills are needed to guide children in terms of appropriate behavior?
- How are developmentally appropriate guidelines communicated to children, families, and the community?
- What verbal and non-verbal methods and techniques can caregivers use to foster positive adult-child communication?
- Which communication and guidance techniques are most effective with specific age groups (e.g., infants, toddlers, preschoolers, school age)?

Leadership

- What leadership skills are needed to implement guidelines for behavior?
- How can guidelines be evaluated to determine their effectiveness in promoting appropriate behavior?

Management

- What training and resources are required to implement guidelines that promote appropriate behavior?
- How can instructional or play activities be managed to encourage appropriate behavior?
- How do early childhood professionals establish and implement rules in the childcare setting?
- How do early childhood professionals foster children’s self-care skills?

National Standards for Family and Consumer Sciences Education

4.3.5
Arrange the classroom environment to provide for learners' exploration, discovery, development, and reflection through multiple methods including learning centers.

4.3.6
Establish effective activities, routines, and transitions for various age groups.

4.4.1
Manage physical space to maintain a learning environment that is safe and healthy and encourages physical activity.

FCCLA National Programs

Power of One: A Better You

Power of One: Family Ties

Power of One: Working on Working

FCCLA: STAR Events (2019)

Career Investigation

Focus on Children

Interpersonal Communications

Professional Presentation

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**Task Number 58**

**Describe self-regulation skills that are practiced with children to promote positive social interaction.**

**Definition**

Description should include strategies associated with reasoning and problem-solving, including

- self-regulation (e.g., access to space for privacy, breathing techniques)
- identifying child stressors (e.g., bullying, separation anxiety, home problems)
- describing reactions to stress (e.g., whining, crying, biting, soiling, thumbsucking)
- researching guidance skills (direct and indirect communication skills).

**Process/Skill Questions**

Thinking
• What are classroom management and child guidance methods? What are the goals of classroom management?
• What classroom management methods work most effectively for problem solving?
• What are the stages of social and emotional development? Describe common social skills of for each age level of early childhood.
• What teaching techniques encourage the development of a positive self-concept in children?
• How can caregivers help ease separation anxiety?
• What types of caregiving techniques encourage the development of social skills in children?
• How can one help children learn to manage their emotions in a positive manner?

Communication

• What communication skills does one need to demonstrate problem solving with children?
• What communication skills do we need to teach problem-solving and decision-making strategies to young children?

Leadership

• What skills do children need for self-reliance?
• How can problem-solving strategies be evaluated to determine their effectiveness with children?
• What are the positive and negative consequences of different leadership styles on children?

Management

• What training and resources are required to demonstrate problem-solving skills with children?
• How can instructional or play activities be managed to demonstrate problem-solving strategies?

National Standards for Family and Consumer Sciences Education

4.5.1
Apply developmentally appropriate and culturally responsive guidelines for behavior.

4.5.2
Demonstrate problem-solving and decision making skills when working with children, youth and adults.

4.5.3
Demonstrate interpersonal skills that promote positive and productive relationships with learners.

FCCLA National Programs

Power of One: A Better You

Power of One: Family Ties

Power of One: Working on Working

Student Body: The Real You

Student Body: The Resilient You
Task Number 59

Identify the interpersonal skills that promote positive and productive relationships with children.

Definition

Identification should include

- communication style
- nonverbal behaviors
- choice of vocabulary
- listening and feedback techniques
- focusing on evidence-based teacher-child interactions
- positive interaction with parents, children, administrators, and staff.

Teacher Resources:
ECE: What Can Teachers Do to Get All Children Ready for Kindergarten? CLASS

Process/Skill Questions

Thinking

- What is meant by *interpersonal skills*? What criteria should be used to evaluate interpersonal skills?
- What factors may influence communication style?
- What barriers may block effective communication? What should be done to remove barriers to positive and productive relationships with children?

Communication

- What are some differences between the communication styles used with children of different ages and with adults?
- What interpersonal skills are needed to develop positive and productive relationships with the families of children?

Leadership
What ethical principles guide relationships with children?
What can be done to ensure that appropriate interactions consistently take place with children?
What actions can be taken to help others improve their interpersonal skills?

Management

- What training and resources are needed to improve interpersonal skills? How can technology help one to improve interpersonal skills?
- How can instructional or play activities be managed to encourage positive and productive relationships with children?

National Standards for Family and Consumer Sciences Education

4.5.3
Demonstrate interpersonal skills that promote positive and productive relationships with learners.

4.5.4
Implement strategies for constructive and supportive interactions between children, youth and adults and their families and communities.

FCCLA National Programs

Power of One: A Better You

Power of One: Family Ties

Power of One: Working on Working

FCCLA: STAR Events (2019)

Career Investigation

Focus on Children

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Exploring Curricula Responsive to Children’s Needs
Task Number 60

Examine a variety of research-based curriculum and instructional models used in early childhood education.

Definition

Examination may include curricula such as Montessori, High Scope, Creative Curriculum, Bank Street, Reggio Emilia, emergent, program designed, and direct instruction. Examination should also include examples of instructional models and discovery models.

Process/Skill Questions

Thinking

- What is a curriculum model?
- What are the advantages and disadvantages of an instructional model and of a discovery model?
- Why is evaluation of curriculum important?
- What are some examples of curricula used in early childhood education? How are they alike or different?

Communication

- How can technology be used as a tool to enhance curriculum and instructional models?
- What criteria should be used to decide the curriculum and instructional models used in the childcare facility?

Leadership

- What can be done to ensure that the curriculum and instructional models are followed?
- What criteria should be used to determine whether a curriculum change may be required to meet student needs?
- What leadership skills are needed to plan and implement curriculum and instructional models?

Management

- What resources are needed to implement curriculum and instructional models?
- How can operations be managed to allow teachers adequate time to develop curriculum and instructional models?

National Standards for Family and Consumer Sciences Education

4.3.1
Analyze a variety of curriculum and instructional models.
Plan developmentally appropriate learning experiences in all curriculum areas.

**Definition**

Planning should include

- identifying the program goals
- identifying different subject areas
- researching a variety of lesson plans and learning experiences
- incorporating program goals and learning objectives
- developing lesson plans with assessments.

**Teacher Resources:**
- Virginia Milestones
- Head Start Developmental Early Learning Outcomes Framework (HSDEOLF)
- Phonological Awareness Literacy Screening (pals)

**Process/Skill Questions**

- What contextual factors may influence the development and implementation of curriculum?
- What learning experiences should be planned to meet children’s developmental needs and interests?
• What criteria should be used to evaluate the effectiveness of learning activities in various curriculum areas?

Communication

• What communication skills are necessary to implement meaningful learning activities?
• How can the developmental needs and interests of children be determined?

Leadership

• What might result from implementing learning activities based on children’s developmental needs and interests?
• How can activities be created or adapted to meet a variety of developmental needs and interests?

Management

• What resources are needed to meet children’s developmental needs and interests?
• How can technology be used to meet children’s developmental needs and interests?

National Standards for Family and Consumer Sciences Education

4.3.2 Implement learning activities in all curriculum areas that meet the developmental needs of learners.
4.3.3 Implement an integrated curriculum that incorporates a learner's language, learning styles, early experiences, and cultural values.
4.3.4 Demonstrate a variety of teaching methods to meet individual needs of learners.

FCCLA National Programs

Power of One: A Better You

Power of One: Family Ties

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FCCLA: STAR Events (2019)

Career Investigation

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Focus on Children
Task Number 62

Analyze an integrated curriculum that incorporates a child's language, learning styles, home experiences, and cultural values into developmentally appropriate learning experiences.

Definition

Analysis should include the curriculum’s effectiveness in

- promoting understanding and acceptance among all people
- helping to overcome language barriers (e.g., foreign language, dialect, speech impediment, sign language)
- incorporating various learning styles, including those of children with special needs
- recognizing various family and cultural values.

Process/Skill Questions

Thinking

- What contextual factors may influence the development and implementation of an integrated curriculum?
- What is meant by an integrated curriculum? What are the goals of an integrated curriculum?
- What standards should be used to evaluate curriculum and instruction?
- What are the goals and benefits of culturally relevant childcare?
- Which teaching strategies help foster cultural identity in children?
- How can childcare professionals incorporate multiculturalism into a curriculum?
- What types of multicultural activities are appropriate for children of different ages (e.g., infant, toddler, preschooler, school age)?
- How can childcare professionals incorporate a child's home language into the childcare setting?

Communication

- What communication skills are needed to work with children who have different learning styles?
- How can the home experiences and family values of children be used to help them learn?
- How can curriculum and instruction practices be communicated to families and the community?

Leadership
• What skills are needed as leaders to implement integrated curriculum and instruction?
• How can the effect of a particular curriculum be assessed on the development of each individual child?

Management

• What resources are needed to develop, implement, and assess an integrated curriculum?
• How can teachers be given adequate time for curriculum development and assessment?

National Standards for Family and Consumer Sciences Education

4.3.3
Implement an integrated curriculum that incorporates a learner's language, learning styles, early experiences, and cultural values.

4.3.4
Demonstrate a variety of teaching methods to meet individual needs of learners.

FCCLA National Programs

Power of One: A Better You

Power of One: Family Ties

Power of One: Working on Working

FCCLA: STAR Events (2019)

Career Investigation

Early Childhood Education

Entrepreneurship

Focus on Children

National Programs in Action

Professional Presentation

Teach and Train

Task Number 63

Identify a variety of teaching methods to accommodate each child’s learning style.
Definition

Identification should include

- setting program goals and learning objectives
- researching a variety of teaching methods
- incorporating a variety of teaching methods into a curriculum

Process/Skill Questions

Thinking

- What factors may influence teaching methods? How should a method for delivery of a subject, lesson, or activity be selected?
- What criteria should be used to evaluate the effectiveness of teaching methods?
- What might be the consequences of a failure to vary teaching methods?
- Why is it important for caregivers to encourage creativity?
- What teaching strategies encourage children to exercise their creativity?
- What materials and equipment encourage and foster creativity?
- How can children express creativity?
- What are the goals and benefits of culturally relevant care?
- Which teaching strategies foster a positive cultural identity in children?
- How can childcare professionals incorporate multiculturalism into a curriculum?
- What types of multicultural activities are appropriate for children of different ages?
- How can caregivers effectively incorporate a child's home language into the childcare setting?
- How does mainstreaming benefit children with special needs?
- How can caregivers address the needs of children in the early childhood environment?
- How can caregivers adapt the learning environment for children with special needs?
- What types of alternative forms of communication are effective with children with special needs?

Communication

- What communication skills are needed to use a variety of teaching methods?
- How can technology be incorporated into teaching methods?

Leadership

- How might leadership style influence a choice of teaching methods?
- What skills are needed to meet children’s developmental needs and interests?

Management

- What resources are needed to develop, implement, and assess a variety of teaching methods?

National Standards for Family and Consumer Sciences Education

4.2.3
Analyze cultural and environmental influences when assessing development of children, youth and adults.

4.3.2
Implement learning activities in all curriculum areas that meet the developmental needs of learners.

4.3.3
Implement an integrated curriculum that incorporates a learner's language, learning styles, early experiences, and cultural values.

4.3.4
Demonstrate a variety of teaching methods to meet individual needs of learners.

FCCLA National Programs

Power of One: A Better You

Power of One: Family Ties

Power of One: Working on Working

FCCLA: STAR Events (2019)

Career Investigation

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Professional Presentation

Teach and Train

Task Number 64

Evaluate learning centers that encourage a child’s interests, exploration, discovery, and development.

Definition

Evaluation should include whether learning centers group materials and equipment around common activities in areas that fit the unique interests, needs, and characteristics of the child population. Evaluation should also reflect available space and materials, budgetary constraints, the developmental levels of the children, and applicable licensing regulations.

Process/Skill Questions
Thinking

- What instructional goals might be served using learning centers?
- What criteria should be used to evaluate the effectiveness of learning centers?
- What factors might influence choices regarding learning centers?

Communication

- How can learning centers be used to improve the language skills of children?

Leadership

- How might learning centers reinforce the problem-solving/decision-making skills of children?
- How can learning centers provide for children’s exploration, discovery, and development?

Management

- What resources are needed to design and arrange learning centers in a classroom?
- What operational factors may limit the arrangement of learning centers?
- How can technology be used to assist classroom arrangement?

National Standards for Family and Consumer Sciences Education

4.3.5
Arrange the classroom environment to provide for learners' exploration, discovery, development, and reflection through multiple methods including learning centers.

4.4.1
Manage physical space to maintain a learning environment that is safe and healthy and encourages physical activity.

FCCLA National Programs

Power of One: A Better You

Power of One: Family Ties

FCCLA: STAR Events (2019)

Career Investigation

Early Childhood Education

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National Programs in Action
Task Number 65

Create a schedule of activities, routines, and transitions.

Definition

Creation of a schedule should include

- establishing activities, routines, and transitions
- explaining the importance of a daily schedule and routines
- ensuring a visible schedule for children is posted for their understanding of the day’s routine
- ensuring developmentally appropriate schedules to reflect the program’s objectives, length, and size; the facility; and the children’s ages and interests
- explaining the importance of the use of transition techniques to move smoothly from one activity to another (e.g., gross-motor stretching activity, finger plays, music, visual and auditory cues).

It is important to create a resource file containing many different activities, routines, and transitions.

Process/Skill Questions

Thinking

- What are the benefits of using routines and transitions for young children?
- What criteria should be used to evaluate the effectiveness of activities, routines, and transitions?
- What factors might influence choices regarding scheduling?
- How can schedules be adapted to cope with unexpected situations?
- What factors should be considered when developing a schedule or routine of activities?
- How can childcare professionals develop and use lesson plans effectively?
- What are some examples of effective transition-time activities?
- How can one keep accurate and meaningful records on children? Why are they helpful? What procedures should be in place for children’s records?
- Why is record keeping important? How are children’s records used in the early childhood environment?

Communication

- How can children be prompted to move from one activity or routine to another?
- How can the instructional merit of schedules be communicated to parents and the community?

Leadership

- How might routines and transitions reinforce the problem-solving/decision-making skills of children?
- What leadership skills are needed to establish activities, routines, and transitions?
Management

- What resources are needed to schedule activities, routines, and transitions?
- What operational factors may limit the schedule?
- How can technology be used to assist in scheduling?

National Standards for Family and Consumer Sciences Education

4.3.6
Establish effective activities, routines, and transitions for various age groups.

FCCLA National Programs

Power of One: A Better You

Power of One: Family Ties

Power of One: Working on Working

FCCLA: STAR Events (2019)

Career Investigation

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National Programs in Action

Professional Presentation

Teach and Train

Promoting Positive and Productive Relationships with Families

Task Number 66
Identify strategies for constructive and supportive interactions that promote family partnerships.

Definition

Identification includes

- using reciprocal and responsive communication skills
- using various communication techniques
- fostering cooperative relationships and family engagement
- exploring the importance of positive relationships
- recognizing the importance of cultural differences
- recognizing the importance of confidentiality.

Process/Skill Questions

Thinking

- What factors influence interactions between children and families? What is the role of the professional childcare provider in terms of family support?
- Why is it important to support constructive and positive interactions between children and their families?
- What is the relationship between classroom management/child guidance methods and family interactions? How might these be correlated?

Communication

- What verbal and nonverbal communication skills encourage positive family interactions?
- How can miscommunication interfere with positive family interactions?

Leadership

- What leadership skills are needed by parents and children for positive family interactions?
- What classroom management/child guidance methods are effective in teaching leadership skills?

Management

- What training and resources can be offered to parents and other family members to encourage positive family interactions?
- How can the planning of children’s activities be managed to encourage parent participation?

National Standards for Family and Consumer Sciences Education

4.5.4
Implement strategies for constructive and supportive interactions between children, youth and adults and their families and communities.

FCCLA National Programs
Task Number 67

Assess ways to share information with parents/guardians regarding developmental topics and concerns related to children.

Definition

Assessment should include

- reviewing examples of ways of communicating with parents/guardians (e.g., phone calls, texts, emails, newsletters, written notes, websites, parent groups)
- description of the components of effective school and home communication
- creating and maintaining a resource file containing examples of family communication.

Process/Skill Questions

Thinking

- What factors influence communication with parents and families?
- What legal and ethical issues may arise in communication with parents?
- What criteria should be used to evaluate the effectiveness of communication with parents?

Communication
- What verbal and non-verbal communication skills are needed for positive relationships with parents?
- What kind of barriers might interfere with communication? How can these barriers be addressed?
- How can confidentiality of information be protected?

**Leadership**

- What leadership skills are needed to establish and maintain effective communication with parents?
- How can leadership style affect relationships with parents and families?

**Management**

- What training and resources are needed to maintain positive collaborative relationships with families?
- How should confidential and public information be managed?

**National Standards for Family and Consumer Sciences Education**

4.5.2
Demonstrate problem-solving and decision making skills when working with children, youth and adults.

4.5.4
Implement strategies for constructive and supportive interactions between children, youth and adults and their families and communities.

**FCCLA National Programs**

Families First: Balancing Family and Career

Families First: Families Today

Families First: Meet the Challenge

Families First: Parent Practice

Families First: You-Me-Us

Power of One: A Better You

Power of One: Family Ties

Power of One: Working on Working

**FCCLA: STAR Events (2019)**

Career Investigation

Professional Presentation
Maintaining Careers and Professionalism

Task Number 68

**Explain the current and emerging roles and functions of individuals engaged in careers related to early childhood education.**

**Definition**

Explanation should include

- research of careers in early childhood education and related fields
- observation of professionals in various careers
- participation in peer evaluation, demonstrating the ability to accept comments and criticism from colleagues, supervisors, and parents in a constructive way.

Teacher Resources:
- [U.S. Department of Health and Human Services (HHS) Professional Development System Overview: Virginia](#)
- [Virginia Career Lattice](#)

**Process/Skill Questions**

**Thinking**

- What early childhood education and services careers are available now and in the future?
- How have changes in society increased the need for early childhood professionals?
- What factors and trends may influence the choice of a career?
- What personal characteristics help lead to successful employment in early childhood education and services?
- What are employability skills (e.g., proper dress, behavior) and how can they be displayed?
- Why is professional development important for early childhood?
- What information should be included in a résumé?
- What items should be included in a portfolio?

**Communication**

- What communication skills are necessary for success in a career in early childhood education and services?
- What criteria should be used to evaluate communication skills?

**Leadership**

- What leadership skills are needed to be successful in a career in early childhood education and services?
- What criteria should be used to evaluate applicants for jobs in early childhood education and services?
What training and resources are needed to achieve career success in early childhood education and services?

National Standards for Family and Consumer Sciences Education

4.1 Analyze career paths within early childhood, education, and related services.
4.1.2 Analyze opportunities for employment, entrepreneurial endeavors, and emerging careers.
4.1.3 Summarize education and training requirements and opportunities for career paths in early childhood, education, and services.

FCCLA National Programs

Power of One: A Better You
Power of One: Family Ties
Power of One: Working on Working

FCCLA: STAR Events (2019)
Career Investigation
Interpersonal Communications
National Programs in Action
Professional Presentation

Task Number 69

Examine education and training requirements and opportunities for career paths in early childhood education and services.

Definition

Examination should include

- description of selected career paths in early childhood education and related fields
- outline of the education/training requirements for entry into each career
- identification of ways to obtain the education/training required
• educational pathways leading to experience in the field.

Teacher Resources:
Virginia Preservice Training for Child Care Staff
Project Pathfinders: Leading the Way for Virginia’s Early Educators

Process/Skill Questions

Thinking

• What levels of education and training are required for various careers in early childhood education and services?
• What opportunities for education and training are available now? What opportunities are expected to be available in the future?
• What are the benefits of national certification in this area?

Communication

• What communication skills are necessary for career research?
• What questions need to be answered to evaluate education and training opportunities?
• What are some alternative ways to obtain education and training in early childhood education and services?

Leadership

• What leadership qualities are needed to take advantage of education and training opportunities?
• What leadership skills are needed to demonstrate professional practices and adherence to standards of early childhood education and services?

Management

• What personal factors affect choices of education and training opportunities?
• What resources are available to assist in obtaining the education and training needed for career success?
• How might one qualify preschools for early learners?

National Standards for Family and Consumer Sciences Education

4.1.2
Analyze opportunities for employment, entrepreneurial endeavors, and emerging careers.

4.1.3
Summarize education and training requirements and opportunities for career paths in early childhood, education, and services.

FCCLA National Programs

Power of One: A Better You

Power of One: Family Ties
Task Number 70

Identify opportunities for continuing education and training in early childhood education and related fields.

Definition

Identification should include exploring a long-term career goal in early childhood education and related fields.

Process/Skill Questions

Thinking

- What does career resilience (i.e., developing the knowledge and skills required to make a visible and personally motivated contribution to your organization's success) mean within the context of an early childhood education related career?
- What employability skills are necessary for success in an early childhood education related career? (e.g., teamwork, effective communication, adaptability to change, positive and flexible attitudes, continuous learning, self-confidence, willingness to take risks, and a commitment to personal excellence)

Communication

- How and where can opportunities for continuing training and education be found?
- How can technology be used to locate and take advantage of continuing training and education?

Leadership

- What is the value of continuing training and education to leaders?
- How can opportunities for continuing training and education be made available for others?
• What management skills are needed to provide opportunities for continuing training and education to staff members?
• What criteria should be used to evaluate the effectiveness of specific continuing training and education offerings?

National Standards for Family and Consumer Sciences Education

4.6
Demonstrate professional practices and standards related to working with children.

4.6.1
Explore opportunities for continuing training and education.

4.6.2
Apply professional ethical standards as accepted by the recognized professional organizations.

4.6.4
Demonstrate enthusiasm, initiative, and commitment to program goals and improvements.

FCCLA National Programs

Power of One: A Better You

Power of One: Family Ties

Power of One: Working on Working

FCCLA: STAR Events (2019)

Career Investigation

Entrepreneurship

National Programs in Action

Task Number 71

Describe ethical standards of professional organizations that are associated with early childhood education.

Definition

Description should include research of the code of ethics for national professional organizations (e.g., National Association for the Education of Young Children [NAEYC]).

Process/Skill Questions
Thinking

- What is meant by *ethical standards*? What is the source of ethical standards for early childhood education and standards?
- What are the legal and ethical consequences of failing to meet standards for working with children?
- Who is responsible for enforcing professional and ethical standards for early childhood education and services?

Communication

- What beliefs and values form the foundation of professional ethical standards?
- How should the confidentiality of information required by professional ethical standards be protected?

Leadership

- What leadership skills are needed to maintain and enforce professional ethical standards?
- How should the confidentiality of information required by professional ethical standards be protected?

Management

- What management skills are needed to maintain professional ethical standards?
- How can technology be used to maintain ethical standards such as confidentiality?

National Standards for Family and Consumer Sciences Education

4.6.2
Apply professional ethical standards as accepted by the recognized professional organizations.

FCCLA National Programs

Power of One: A Better You

Power of One: Family Ties

Power of One: Working on Working

FCCLA: STAR Events (2019)

Career Investigation

Interpersonal Communications

National Programs in Action

Professional Presentation
Task Number 72

Explore federal, state, and local government regulations that affect early childhood development programs.

Definition

Exploration should include researching standards, policies, regulations, and laws and describing examples of situations that illustrate the effects on early childhood development programs.

Process/Skill Questions

Thinking

- What are the federal, state, and local standards, policies, regulations, and laws related to working with children? What are the goals of these legislative and regulatory actions?
- What are the legal and ethical consequences of failing to meet standards for working with children?
- How can the early childhood professional influence standards, policies, regulations, and laws related to early childhood education and services?

Communication

- What ethical beliefs and values form the foundation of laws related to working with children?
- How can one's personal stand on various issues be communicated to legislators and policy makers?

Leadership

- What leadership skills are needed to influence or enforce standards, policies, regulations, and laws?
- Who would be most adversely affected by a failure to follow child-related standards, policies, regulations, and laws?

Management

- What recordkeeping and management procedures are required by these standards, policies, regulations, and laws?
- What resources and training are needed to meet the requirements?
- How can technology be used to assist with recordkeeping and management procedures?

National Standards for Family and Consumer Sciences Education

4.6.3
Implement federal, state, and local standards, policies, regulations, and laws that affect programs for children, youth and adults and their families.

4.6.5
Apply entrepreneurial and management skills to planning businesses in early childhood, education, and services.

FCCLA National Programs
Task Number 73

Complete a self-assessment to identify personal assets.

Definition

Completion includes exploring personal interests and skills through various assessments.

Process/Skill Questions

Thinking

- What are personal assets?
- What characteristics and skills help childcare workers obtain employment?
- What characteristics and skills help childcare workers advance in a job?

Communication

- What characteristics and skills help childcare professionals relate to children and parents?
- How can one determine personal assets?
- Why is it also important to recognize personal weaknesses?

Leadership


• What leadership skills and techniques are necessary in dealing with children, parents, the community, and colleagues?

Management

• What are the actions and behaviors that demonstrate a strong work ethic? What can one learn about oneself through self-evaluation?

National Standards for Family and Consumer Sciences Education

4.1
Analyze career paths within early childhood, education, and related services.

4.1.5
Create an employment portfolio to communicate education and early childhood knowledge and skills.

FCCLA National Programs

Power of One: A Better You

Power of One: Family Ties

Power of One: Working on Working

FCCLA: STAR Events (2019)

Career Investigation

Entrepreneurship

Interpersonal Communications

National Programs in Action

Professional Presentation

Task Number 74

Describe the desired characteristics of professionals working with young children.

Definition

Description should include characteristics such as

• good rapport with children
- patience
- flexibility
- positive attitude
- passion
- sense of humor
- creativity
- honesty
- high moral values
- kindness
- initiative
- professional appearance
- dependability
- responsibility
- good attendance
- commitment to program goals and improvements
- commitment to continuing education and professional growth.

**Process/Skill Questions**

**Thinking**

- What personal skills, interests, and values are important when working with children? What other personal factors should be considered when working with young children?
- What criteria should be used to evaluate the characteristics and skills of childcare professionals?

**Communication**

- What communication skills are essential in relating to children, parents, the community, and colleagues?
- Why is confidentiality of information important in the field of early childhood education?

**Leadership**

- How can continuous evaluation and improvement of personal interests, abilities, and skills lead to career success?
- What skills are needed for employability?

**Management**

- What personal factors affect career goals and choices in this field?
- What training and resources are required to obtain skills necessary for a job in the field of early childhood education?

**National Standards for Family and Consumer Sciences Education**

4.1.1 Explain the roles and functions of individuals engaged in early childhood, education, and services.
4.5.3 Demonstrate interpersonal skills that promote positive and productive relationships with learners.
4.6.4
Examine the changing social and family dynamics that have increased the need for early childhood education and services.

**Definition**

Examination should include

- description of how social and economic changes have influenced the childcare industry
- projections in the childcare industry
- demand for professionals in early childhood education and related careers.

**Process/Skill Questions**
Thinking

- What alternatives do families in the local community have for care and education of their young children? Which is greater, the supply of providers or the demand for childcare services?
- What has research shown related to children born in poverty vs. the children in higher socio-economic brackets?
- What does the “window of opportunity” for children have to do with the newer findings of excellent childcare versus the low to mediocre levels of childcare? How is this evident in the classroom? What can be done to even the playing field for all children?
- What are the similarities and differences between private and public childcare and education providers in the local community in terms of quality of program, price, licensing, certification, and other factors that affect consumer confidence? How can competition affect the quality of childcare programs?
- What is the local situation concerning employer-sponsored childcare? What would be the value of this benefit to parents of different economic means?
- Where is the future for early childhood education?

Communication

- How can one relate local research to state and national levels? What effect do state and federal laws, regulations, and policies have on the local community’s ability to provide childcare and education?
- What criteria do parents use to evaluate a childcare provider? What are the most important criteria?
- What skills are needed to understand the economic effects of the early childhood education and services industry?

Leadership

- What is the role of the government in the childcare and education industry?
- What might happen if the government could afford an early childhood program for all children?

National Standards for Family and Consumer Sciences Education

4.1.2 Analyze opportunities for employment, entrepreneurial endeavors, and emerging careers.
4.1.4 Analyze the impact of early childhood, education, and services occupations on individual/family, local, state, national, and global economies.

FCCLA National Programs

Families First: Balancing Family and Career

Families First: Meet the Challenge

Families First: Parent Practice

Families First: You-Me-Us
<table>
<thead>
<tr>
<th>Task</th>
<th>Description</th>
<th>English</th>
<th>History and Social Science</th>
</tr>
</thead>
<tbody>
<tr>
<td>39</td>
<td>Analyze the meaning of work and the meaning of family.</td>
<td>11.3, 11.5, 12.3, 12.5</td>
<td>GOVT.1, GOVT.9</td>
</tr>
<tr>
<td>40</td>
<td>Compare how families affect work life and how work life affects families.</td>
<td>11.5, 12.5</td>
<td>GOVT.1, GOVT.9, GOVT.11</td>
</tr>
<tr>
<td>41</td>
<td>Identify management strategies for balancing work and family roles.</td>
<td>11.5, 12.5</td>
<td>GOVT.1</td>
</tr>
<tr>
<td>42</td>
<td>Identify ways to manage physical space to maintain a developmentally appropriate learning environment for each child.</td>
<td>11.5, 12.5</td>
<td>GOVT.14, GOVT.15</td>
</tr>
<tr>
<td>43</td>
<td>Explain state and local health and safety regulations for an early childhood education environment.</td>
<td>11.5, 12.5</td>
<td>GOVT.14, GOVT.15</td>
</tr>
<tr>
<td>44</td>
<td>Demonstrate strategies designed to teach children personal health, safety, and sanitation habits.</td>
<td>11.5, 12.5</td>
<td>GOVT.14, GOVT.15</td>
</tr>
<tr>
<td>45</td>
<td>Give examples of meals and snacks that accommodate allergies and promote healthy eating practices.</td>
<td>11.5, 12.5</td>
<td>GOVT.14, GOVT.15</td>
</tr>
<tr>
<td></td>
<td>Task Description</td>
<td>English:</td>
<td>History and Social Science:</td>
</tr>
<tr>
<td>---</td>
<td>---------------------------------------------------------------------------------</td>
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</tr>
<tr>
<td>46</td>
<td>Describe signs and symptoms of child abuse and neglect and the role of a mandated reporter.</td>
<td>11.3, 11.5, 12.3, 12.5</td>
<td>GOVT.14, GOVT.15</td>
</tr>
<tr>
<td>47</td>
<td>Describe signs and symptoms of child trauma.</td>
<td>11.5, 12.8</td>
<td></td>
</tr>
<tr>
<td>48</td>
<td>Describe the components of a daily child health check.</td>
<td>11.1, 11.6, 12.1, 12.6</td>
<td></td>
</tr>
<tr>
<td>49</td>
<td>Identify procedures for staff, parents, and children that help prevent childhood illnesses and communicable diseases.</td>
<td>11.5, 12.5</td>
<td>GOVT.14, GOVT.15</td>
</tr>
<tr>
<td>50</td>
<td>Outline security procedures for an early childhood education environment.</td>
<td>11.6, 12.6</td>
<td></td>
</tr>
<tr>
<td>51</td>
<td>Explain emergency and safety procedures used in an early childhood education environment.</td>
<td>11.5, 12.5</td>
<td>GOVT.14, GOVT.15</td>
</tr>
<tr>
<td>52</td>
<td>Analyze child development theories for early childhood best practices.</td>
<td>11.5, 12.5</td>
<td></td>
</tr>
<tr>
<td>53</td>
<td>Examine a variety of research-based assessment methods and tools that are used to interpret a child's growth and development.</td>
<td>11.5, 12.5</td>
<td></td>
</tr>
<tr>
<td>54</td>
<td>Describe cultural, family, economic, and environmental factors that may affect a child’s development.</td>
<td>11.5, 12.5</td>
<td></td>
</tr>
<tr>
<td>55</td>
<td>Identify the developmental needs of a child.</td>
<td>11.5, 12.5</td>
<td></td>
</tr>
<tr>
<td>56</td>
<td>Explain developmentally appropriate practices that promote children's growth and development.</td>
<td>11.5, 12.5</td>
<td></td>
</tr>
<tr>
<td>57</td>
<td>Identify developmentally appropriate guidance techniques.</td>
<td>11.5, 12.5</td>
<td></td>
</tr>
<tr>
<td>58</td>
<td>Describe self-regulation skills that are practiced with children to promote positive social interaction.</td>
<td>11.5, 12.5</td>
<td></td>
</tr>
<tr>
<td>59</td>
<td>Identify the interpersonal skills that promote positive and productive relationships with children.</td>
<td>11.5, 12.5</td>
<td></td>
</tr>
<tr>
<td>60</td>
<td>Examine a variety of research-based curriculum and instructional models used in early childhood education.</td>
<td>11.5, 12.5</td>
<td></td>
</tr>
<tr>
<td>61</td>
<td>Plan developmentally appropriate learning experiences in all curriculum areas.</td>
<td>11.5, 12.5</td>
<td></td>
</tr>
<tr>
<td>62</td>
<td>Analyze an integrated curriculum that incorporates a child's language, learning styles, home experiences, and cultural values into developmentally appropriate learning experiences.</td>
<td>11.5, 12.5</td>
<td></td>
</tr>
<tr>
<td>63</td>
<td>Identify a variety of teaching methods to accommodate each child’s learning style.</td>
<td>11.5, 12.5</td>
<td></td>
</tr>
<tr>
<td>64</td>
<td>Evaluate learning centers that encourage a child’s interests, exploration, discovery, and development.</td>
<td>11.5, 12.5</td>
<td></td>
</tr>
<tr>
<td>65</td>
<td>Create a schedule of activities, routines, and transitions.</td>
<td>11.5, 12.5</td>
<td></td>
</tr>
<tr>
<td>66</td>
<td>Identify strategies for constructive and supportive interactions that promote family partnerships.</td>
<td>11.5, 12.5</td>
<td>GOVT.1, VUS.1</td>
</tr>
<tr>
<td>67</td>
<td>Assess ways to share information with parents/guardians regarding developmental topics and concerns related to children.</td>
<td>History and Social Science: VUS.13</td>
<td></td>
</tr>
<tr>
<td>68</td>
<td>Explain the current and emerging roles and functions of individuals engaged in careers related to early childhood education.</td>
<td>English: 11.5, 11.8, 12.5, 12.8</td>
<td></td>
</tr>
<tr>
<td>69</td>
<td>Examine education and training requirements and opportunities for career paths in early childhood education and services.</td>
<td>English: 11.5, 11.6, 12.5, 12.6</td>
<td></td>
</tr>
<tr>
<td>70</td>
<td>Identify opportunities for continuing education and training in early childhood education and related fields.</td>
<td>English: 11.5, 12.5</td>
<td></td>
</tr>
<tr>
<td>71</td>
<td>Describe ethical standards of professional organizations that are associated with early childhood education.</td>
<td>English: 11.5, 12.5</td>
<td></td>
</tr>
<tr>
<td>72</td>
<td>Explore federal, state, and local government regulations that affect early childhood development programs.</td>
<td>English: 11.5, 11.8, 12.5, 12.8</td>
<td></td>
</tr>
<tr>
<td>73</td>
<td>Complete a self-assessment to identify personal assets.</td>
<td>History and Social Science: GOVT.1, GOVT.9, GOVT.15</td>
<td></td>
</tr>
<tr>
<td>74</td>
<td>Describe the desired characteristics of professionals working with young children.</td>
<td>English: 11.5, 12.5</td>
<td></td>
</tr>
<tr>
<td>75</td>
<td>Examine the changing social and family dynamics that have increased the need for early childhood education and services.</td>
<td>English: 11.5, 11.8, 12.5, 12.8</td>
<td></td>
</tr>
</tbody>
</table>

**Entrepreneurship Infusion Units**

Entrepreneurship Infusion Units may be used to help students achieve additional, focused competencies and enhance the validated tasks/competencies related to identifying and starting a new business venture. Because the unit is a complement to certain designated courses and is not mandatory, all tasks/competencies are marked “optional.”

**Teacher Resources**

*PrePac Correlation to Early Childhood Education*

*Working with Young Children*
Appendix: Credentials, Course Sequences, and Career Cluster Information

Industry Credentials: Only apply to 36-week courses

- Child Development Associate (CDA) Assessment
- College and Work Readiness Assessment (CWRA+)
- Early Childhood Development and Services Assessment
- Early Childhood Education and Care—Advanced Assessment
- Early Childhood Education and Care—Basic Assessment
- Early Childhood Education Assessment
- Leadership Essentials Assessment
- National Career Readiness Certificate Assessment
- ParaPro Assessment
- Praxis Core Academic Skills for Educators Tests
- Workplace Readiness Skills for the Commonwealth Examination

Concentration sequences: A combination of this course and those below, equivalent to two 36-week courses, is a concentration sequence. Students wishing to complete a specialization may take additional courses based on their career pathways. A program completer is a student who has met the requirements for a CTE concentration sequence and all other requirements for high school graduation or an approved alternative education program.

- Career, Community and Family Connections (8205/18 weeks)
- Career, Community and Family Connections (8282/36 weeks)
- Child Development and Parenting (8231/18 weeks)
- Child Development and Parenting (8232/36 weeks)
- Early Childhood, Education, and Services II (8286/36 weeks, 280 hours)
- Family Relations (8223/18 weeks)
- Family Relations (8225/36 weeks)
- GRADS (Graduation, Reality, and Dual-Role Skills): Work Focus (8213/36 weeks)
- Independent Living (8214/18 weeks)
- Independent Living (8219/36 weeks)
- Individual Development (8209/18 weeks)
- Individual Development (8210/36 weeks)
- Introduction to Early Childhood, Education, and Services (8233/18 weeks)
- Introduction to Early Childhood, Education, and Services (8234/36 weeks)
- Introduction to Virginia Teachers for Tomorrow (9060/18 weeks)
- Introduction to Virginia Teachers for Tomorrow (9061/36 weeks)
- Life Planning (8226/18 weeks)
- Life Planning (8227/36 weeks)
- Nutrition and Wellness (8228/18 weeks)
- Nutrition and Wellness (8229/36 weeks)
- Virginia Teachers for Tomorrow I (9062/36 weeks)
- Virginia Teachers for Tomorrow I (9063/36 weeks)
- Virginia Teachers for Tomorrow II (9072/36 weeks)
- Virginia Teachers for Tomorrow II (9073/36 weeks)
<table>
<thead>
<tr>
<th>Pathway</th>
<th>Occupations</th>
</tr>
</thead>
</table>
| Administration and Administrative Support | Instructional Coordinator  
                                      | School Principal  
                                      | School Superintendent  
                                      | Training and Development Manager |
| Professional Support Services         | Audiologist  
                                      | Instructional Developer  
                                      | Marriage and Family Therapist  
                                      | Mental Health Counselor  
                                      | Speech-Language Pathologist |
| Teaching and Training                | Child Care Worker  
                                      | Coach, Secondary Level  
                                      | Director, Early Childhood Education Center  
                                      | Elementary School Teacher  
                                      | Instructional Coordinator  
                                      | Kindergarten Teacher  
                                      | Owner, Early Childhood Center  
                                      | Secondary School Teacher  
                                      | Special Education Teacher  
                                      | Teacher Assistant  
                                      | Training Consultant/Training Specialist |