Early Childhood Education II

8286 36 weeks / 280 hours

Table of Contents

Acknowledgments ................................................................................................................................................................... 1
Course Description .................................................................................................................................................................. 2
Task Essentials Table .............................................................................................................................................................. 2
Curriculum Framework ........................................................................................................................................................... 5
SOL Correlation by Task ...................................................................................................................................................... 69
Teacher Resources ................................................................................................................................................................ 72
Appendix: Credentials, Course Sequences, Career Cluster Information ................................................................. 73

Acknowledgments

The components of this instructional framework were developed by the following business panelists:

Katie Abramson, District Manager, Brilliant Beginnings Learning Center, Virginia Beach
Dawn Ault, Executive Director, Virginia Head Start Association, Ashland
Margaret L. Charlton, PhD, Division of Social Sciences and Public Service Program Head & Associate Professor, Tidewater Community College, Virginia Beach
Devin Cowhey, GrowSmart Coordinator, Virginia Beach Department of Economic Development
Victoria Dawson, Licensing Inspector, Virginia Department of Social Services, Richmond
Kathy Gillikin, Quality and Professional Development Manager, Virginia Department of Social Services, Richmond
Bonnie Graham, PhD, Program Head of Human Services and Early Childhood Education & Professor, New River Community College, Dublin

The following educators served on the curriculum development panel:

Lisa Embrey, Virginia Beach Technical and Career Education Center, Virginia Beach City Public Schools
Terri Ann Evers, Spotsylvania Career and Technical Center, Spotsylvania County Public Schools
Rebecca Renegar, Patrick County High School, Patrick County Public Schools
Rebecca Roseberry, Pulaski County Senior High School, Pulaski County High Schools Jane Reynolds, Lord Botetourt High School, Botetourt County Public Schools
Amber Tiernan, Patriot High School, Prince William County Public Schools
Elizabeth L. Wendland, Teachers for Tomorrow Instructor, Bedford Science and Technology Center, Bedford County Public Schools
Tammy Young, Colonial Heights Technical Center, Colonial Heights Public Schools
Kathleen Buchanan, Virginia FCCLA Membership and Advisor Development Coordinator, reviewed and updated the FCCLA correlations.

Correlations to the Virginia Standards of Learning were reviewed and updated by:

Leslie R. Bowers, English Teacher (ret.), Newport News Public Schools
Vickie L. Inge, Mathematics Committee Member, Virginia Mathematics and Science Coalition
Anne F. Markwith, New Teacher Mentor (Science), Gloucester County Public Schools
Cathy Nichols-Cocke, PhD, Social Studies Teacher, Fairfax High School, Fairfax County Public Schools

The framework was edited and produced by the CTE Resource Center:

Debi F. Coleman, Writer/Editor
Kevin P. Reilly, Administrative Coordinator
Helen Fuqua, Specialist, Family and Consumer Sciences and Related Clusters
Office of Career, Technical and Adult Education
Virginia Department of Education

Tricia S. Jacobs, PhD, CTE Coordinator of Curriculum and Instruction
Office of Career, Technical, and Adult Education
Virginia Department of Education

Copyright © 2018

Course Description

Suggested Grade Level: 11 or 12

Prerequisite: 8285 Early Childhood, Education, and Services I

Students focus on occupational skills needed by personnel employed in early childhood-related careers, such as education, medical/health care, social services, counseling, psychology, and entrepreneurship. Work-based learning experiences in on-site labs, early childhood development centers, elementary schools, and other institutions under the supervision of the instructor are required.

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.

Task Essentials Table

- Tasks/competencies designated by plus icons (⊕) in the left-hand column(s) are essential
- Tasks/competencies designated by empty-circle icons (○) are optional
- Tasks/competencies designated by minus icons (⊖) are omitted
- Tasks marked with an asterisk (*) are sensitive.
<table>
<thead>
<tr>
<th>Tasks/Competencies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Analyze the meaning of work and the meaning of family.</td>
</tr>
<tr>
<td>Compare how families affect work life and how work life affects families.</td>
</tr>
<tr>
<td>Identify management strategies for balancing work and family roles.</td>
</tr>
<tr>
<td>Create physical space to maintain a developmentally appropriate learning environment for each child.</td>
</tr>
<tr>
<td>Comply with local and state health and safety regulations for an early childhood education environment.</td>
</tr>
<tr>
<td>Teach children health, safety, and sanitation habits, using different strategies.</td>
</tr>
<tr>
<td>Plan meals and snacks that accommodate allergies and promote healthy eating practices.</td>
</tr>
<tr>
<td>Complete the state-approved child-abuse course and assessment.</td>
</tr>
<tr>
<td>Describe the procedures to report suspected child abuse or neglect to the appropriate authorities through role-playing scenarios.</td>
</tr>
<tr>
<td>Identify characteristics of adverse childhood experiences.</td>
</tr>
<tr>
<td>Document a daily child health check.</td>
</tr>
<tr>
<td>Implement procedures for staff, parents, and children that prevent childhood illnesses and communicable diseases.</td>
</tr>
<tr>
<td>Demonstrate use of safety procedures for an early childhood environment.</td>
</tr>
<tr>
<td>Practice emergency and safety procedures used in an early childhood environment.</td>
</tr>
<tr>
<td>Analyze child development theories and their implications for early childhood education best practices.</td>
</tr>
<tr>
<td>Create developmentally appropriate experiences based on observation data.</td>
</tr>
<tr>
<td>Model developmentally appropriate teaching methods.</td>
</tr>
<tr>
<td>Implement developmentally appropriate practices that promote children's growth and development.</td>
</tr>
<tr>
<td>Apply developmentally appropriate guidance (e.g., redirection, good planning, and positive reinforcement).</td>
</tr>
<tr>
<td>Use problem-solving skills to promote social emotional, intellectual, and physical intelligence.</td>
</tr>
<tr>
<td>Demonstrate intentional interactions and engagement that promote supportive relationships with children and their parents/guardians.</td>
</tr>
<tr>
<td>✔️</td>
</tr>
<tr>
<td>✔️</td>
</tr>
<tr>
<td>✔️</td>
</tr>
<tr>
<td>✔️</td>
</tr>
<tr>
<td>✔️</td>
</tr>
<tr>
<td>✔️</td>
</tr>
<tr>
<td>✔️</td>
</tr>
<tr>
<td>✔️</td>
</tr>
<tr>
<td>✔️</td>
</tr>
<tr>
<td>✔️</td>
</tr>
<tr>
<td>✔️</td>
</tr>
<tr>
<td>✔️</td>
</tr>
<tr>
<td>✔️</td>
</tr>
<tr>
<td>✔️</td>
</tr>
<tr>
<td>✔️</td>
</tr>
<tr>
<td>✔️</td>
</tr>
<tr>
<td>✔️</td>
</tr>
<tr>
<td>✔️</td>
</tr>
<tr>
<td>✔️</td>
</tr>
<tr>
<td>✔️</td>
</tr>
<tr>
<td>✔️</td>
</tr>
<tr>
<td>✔️</td>
</tr>
</tbody>
</table>

Legend:  ✔️ Essential  ❄️ Non-essential  ❌ Omitted
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 do family values influence the development of your life plan?
• 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

Financial Fitness: Earning

Financial Fitness: Protecting

Financial Fitness: Saving

Financial Fitness: Spending

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
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 work life on families?

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 life on work and work life on families?
- 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 one 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: Parent Practice
Families First: You-Me-Us
Financial Fitness: Earning
Financial Fitness: Protecting
Financial Fitness: Saving
Financial Fitness: Spending
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
Job Interview
Professional Presentation

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 one's 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
Providing a Positive, Safe, and Healthy Learning Environment

Task Number 42

Create physical space to maintain a developmentally appropriate learning environment for each child.

Definition

Creation should reflect

- safety hazards in and around the childcare setting
- components of a diverse/multicultural curriculum
• how to adapt the learning environment to accommodate special needs
• results of research into the needs of children for safe and ergonomically appropriate space, room arrangements, and equipment
• regulations concerning safety and prevention of illness as well as injury.

**Process/Skill Questions**

**Thinking**

- What are standards for a safe, healthy learning environment?
- What are the consequences of providing/not providing a safe, healthy learning environment?
- What should be done to establish and maintain a safe, healthy learning environment?
- How can one effectively arrange child development settings/classrooms to help ensure good traffic flow and behavior?
- What types of equipment and materials should be included in different areas (e.g., art area, science area)?

**Communication**

- What criteria should be used to decide how to provide a safe, healthy learning environment? What resources are available to help in making the environment safe and healthy?
- What environmental features should be considered when arranging the early childhood classroom? Who can provide expert counseling about environmental features?
- How can the standards for a safe, healthy learning environment be communicated to the parents and children?
- How can parents be a resource to the early childhood classroom?

**Leadership**

- What are the basic health practices and prevention procedures regarding illness and disease?
- What historical circumstances led to the formation of current health practices in this country?
- What will be the outcome of maintaining or failing to maintain a safe environment?
- What government organization is responsible for safety and sanitation practices at a childcare facility?

**Management**

- What are the steps to implementing safe and healthy practices that comply with state regulations?
- What are the basic criteria for meeting the state standards regarding safe and healthy practices?
- What are the benefits and consequences of managing or failing to manage healthy practices and prevention procedures?
- What are the consequences of not meeting the state standards?

**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**
Task Number 43

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

Definition

Compliance includes

- identification of state regulations pertaining to health, safety, and the physical plant
- physical safety and security of children, staff, and visitors
- prevention of illness and injury
- effective management of emergency procedures.

Teacher Resource:
Virginia Preservice Training for Child Care Staff

Process/Skill Questions

Thinking

- What are some safety considerations when arranging and equipping an early childhood classroom?
- What are some guidelines ensure that outdoor equipment is suitable for young children?
- What are advantages and disadvantages of using computers in early childhood programs?
- What are the requirements before someone is hired to work with children?
Communication

- What are some ways to communicate safe and healthy practices to parents and children?
- Why is it important to provide a relaxed atmosphere at meal and snack time?
- How can early childhood professionals partner with parents in the health and safety of children?

Leadership

- What are some examples of leadership roles for young children? Why are these roles important?
- What are some school health and safety policies that minimize illness and injury?
- What training or certifications are needed in an early childhood setting?
- What criteria should a parent use to evaluate facilities when touring an early childhood center?

Management

- What management skills are needed when handling emergency situations?
- Why is it important to have safety procedures in place?
- What are the responsibilities of an early childhood center director in maintaining the facility?

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

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

Professional Presentation

Public Policy Advocate

Task Number 44
Teach children health, safety, and sanitation habits, using different strategies.

Definition

Instruction should include

- identifying state regulations pertaining to health, safety, and sanitation
- identifying universal precautions for infection control (e.g., bloodborne pathogens)
- educating children about health and safety maintenance
- creating lesson plans
- modeling health, safety, and sanitation procedures
- coaching children in health, safety, and sanitation procedures.

Process/Skill Questions

Thinking

- What are some strategies to teach children health, safety, and sanitation habits?
- How can children be taught healthy eating habits?
- What are basic nutrient requirements for young children?
- What are some strategies for encouraging children to exercise?

Communication

- Why is it important for the childcare professional to eat with the children?
- Why should the childcare professional always document accidents or injuries?
- How can an early childhood professional communicate the importance of a healthy lifestyle to the family?
- What is the professional's responsibility if health, safety or sanitation is not being practiced in a child’s home by the parents or caregiver?

Leadership

- What is OSHA? How does it apply to early childhood professionals?
- What emergency training is needed by staff members?

Management

- Why are regular health inspections important?
- What circumstances could require staff to implement emergency procedures?
- What ongoing training do the director and staff need to facilitate safety and sanitation in an early childhood facility?
- Whose responsibility is it to provide training to all staff members?

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

**FCCLA: STAR Events (2019)**

Career Investigation

Early Childhood Education

Entrepreneurship

Focus on Children

Interpersonal Communications

National Programs in Action

Professional Presentation

Teach and Train

---

**Task Number 45**

Plan meals and snacks that accommodate allergies and promote healthy eating practices.

**Definition**

Planning should include

- reviewing the state and federal regulations pertaining to food and nutrition
- incorporating nutritional information presented in Dietary Guidelines for Americans
- accommodating common food allergies, if applicable
- developing menus
- avoiding foods that may lead to choking
- assuring safe food handling practices.

**Process/Skill Questions**
Thinking

• What are the consequences of providing meals and snacks that do not accommodate allergies?
• What should be done to provide meals and snacks that accommodate allergies and promote healthy eating practices?
• What is the importance of nutritionally balanced meals and snacks (e.g., foods that provide protein and iron)?

Communication

• What criteria should be used to evaluate meals and snacks that accommodate allergies and promote healthy eating practices?
• How can the standards for planning meals and snacks that accommodate allergies and promote healthy eating practices be communicated to staff, parents, and children?

Leadership

• What could be the outcome if safe food-handling practices are not observed?
• What are the basic requirements for meeting state regulations for safe food-handling practices?
• How can an early childhood professional serve as a role model for healthy eating behaviors?
• What are some creative ways to encourage children to eat a healthy diet?

Management

• What are the basic menu planning practices used to provide meals and snacks that accommodate allergies and promote healthy eating practices?
• What are the state and federal regulations pertaining to food and nutrition?

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

Power of One: Working on Working

FCCLA: STAR Events (2019)

Career Investigation

Early Childhood Education

Entrepreneurship
Task Number 46

Complete the state-approved child-abuse course and assessment.

Definition

Complete the state-approved child abuse reporting and identification course and assessment. Completion should include navigating the Child Abuse and Neglect Recognition and Intervention Training Curriculum Guidelines.

Process/Skill Questions

Thinking

- What are the reasons that an early childhood professional must complete the state-approved child abuse course?
- What are the consequences of not reporting child abuse?
- What are the signs of child abuse?
- When does the teacher or director report suspected abuse?
- How does one define child abuse?

Communication

- What criteria should be used to ensure that all providers comply with child abuse training?
- How can the importance of child abuse recognition be communicated to staff, parents, and children?
- What is the reporting process the early childhood professional must follow if they suspect abuse?

Leadership

- What will be the outcome if the child abuse training is not observed?
- What are the local, state, and federal laws pertaining to child abuse?
- How can the management of an early childhood center reach out to parents and caregivers to ensure a child is safe from child abuse?

Management
What are the mandated reporting procedures regarding child abuse?
What are the warning signs that are indicative of child abuse?

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: Take the Lead
Power of One: Working on Working

FCCLA: STAR Events (2019)

Career Investigation
Entrepreneurship

National Programs in Action
Professional Presentation
Public Policy Advocate

Task Number 47

Describe the procedures to report suspected child abuse or neglect to the appropriate authorities through role-playing scenarios.

Definition

Description should include

- definition of mandated reporter
- state regulations and procedures for reporting suspected child abuse or neglect
- school policy procedures indicating the chain of command for reporting
- child advocacy laws
- emotional, verbal, physical, and sexual abuse symptoms
• current criminal and civic laws and regulations defining and stating the penalties for abuse and neglect.

Process/Skill Questions

Thinking

• What should a peer of a potential abuse victim do when he/she suspects abuse or neglect?
• Why should a peer report suspected abuse or neglect to his/her instructor?

Communication

• In what manner should a student/peer communicate that he/she suspects abuse?
• How will students/peers be trained in the proper communication processes of reporting suspected abuse?

Leadership

• What is the expected outcome if child abuse is not reported?

Management

• What is the appropriate chain of command at the designated school site for reporting suspected abuse to the instructor?

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

FCCLA: STAR Events (2019)

Career Investigation

Entrepreneurship

Interpersonal Communications

National Programs in Action
Task Number 48

**Identify characteristics of adverse childhood experiences.**

**Definition**

Identification should include examples such as parents struggling with opioid addiction, trauma, and abuse.

Teacher Resource:
Adverse Childhood Experiences (ACEs)

**Process/Skill Questions**

**Thinking**

- What are some of the adverse conditions affecting families today?
- How do problems within the family affect the child?
- What are signs that a child is in a crisis at home?

**Communication**

- How can early childhood professionals relay their concerns for a child to the parents?
- Who in the community should be notified if the teacher and/or director has concerns for the child’s safety?

**Leadership**

- How can childcare centers use their influence to help children dealing with difficult situations at home?

**Management**

- What community resources are available for parents dealing with adverse experiences?

**FCCLA National Programs**

Families First: Families Today

Families First: Meet the Challenge

Families First: You-Me-Us
Task Number 49

Document a daily child health check.

Definition

Completion includes observing children and/or role playing using scenarios to detect physical symptoms of illness and changes in behavior. A daily child health check also includes following the state regulations for preventing the spread of childhood illnesses or diseases.

Process/Skill Questions

Thinking

- What is a daily health check?
- Who conducts the daily health check?
- How are different observation techniques used?

Communication

- How should information about daily health checks be recorded?
- With whom should the student discuss the daily health check if something abnormal is found?
- How can the importance of daily health checks be communicated to staff and parents?

Leadership

- What is the expected outcome of engaging in daily health checks?
• What are local, state, and federal guidelines for administering daily health checks in an early childhood setting?

Management

• What should be assessed during a daily health check?
• What are the criteria for assessing each point? What type of records should be kept regarding daily health checks?

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

FCCLA: STAR Events (2019)

Career Investigation

Entrepreneurship

Interpersonal Communications

National Programs in Action

Professional Presentation

Task Number 50

Implement procedures for staff, parents, and children that prevent childhood illnesses and communicable diseases.

Definition

Implementation should include

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

Process/Skill Questions

Thinking

• Why should procedures that prevent childhood and communicable diseases be in place?
• What types of procedures might help prevent childhood and communicable diseases?
• What are some common childhood illnesses and their symptoms?
• What universal precautions can be taken to prevent illnesses and diseases?

Communication

• How should information about the prevention of childhood illnesses and communicable diseases be communicated to staff, parents, and children?
• What information must be provided to parents if a student in the facility has a childhood illness or communicable disease?
• Where will the information about the prevention of communicable diseases be found?
• What is the procedure if parents choose not to immunize their child?

Leadership

• What are the expected outcomes of providing education regarding the spread of communicable diseases to students, staff, and parents?
• What are the local, state, and federal guidelines regarding the practice of prevention of communicable diseases?

Management

• How will the students prevent communicable diseases among themselves and preschoolers?
• Who makes the final decision of who is going home due to illness?

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

Families First: Balancing Family and Career

Families First: Families Today
Task Number 51

Demonstrate use of safety procedures for an early childhood environment.

Definition

Demonstration should include

- local and state regulations regarding security procedures
- evacuation plan (in parent handbook or packet)
- emergency plan
- “shelter in place” policy
- procedures for ensuring secure dropoff and pickup
- communication procedures with emergency personnel, other staff members, and parents.

Process/Skill Questions

Thinking

- What are the security procedures of the early childhood education environment?
Who should have access to children in the childcare setting?
What information should be included in files related to releasing students to adults?
What are the procedures for each type of security issue (e.g., fire, bomb, tornado, and intruder)?
What cybersecurity measures are in place to protect parents, staff, and children's information?

Communication

- How will security procedures be communicated to staff, students, and parents?
- What sign-in or sign-out procedures need to be followed within the childcare setting?
- What is the procedure for notifying staff and parents if their personal information has been hacked?

Leadership

- What is the expected outcome of performing or demonstrating security procedures in the early childhood setting?
- What are the local, state, and federal guidelines regarding security in an early childhood environment?

Management

- How will data regarding the security procedures be reported or managed?
- What steps can a school take to ensure the safety of personal information?

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
Early Childhood Education
Focus on Children
Interpersonal Communications
National Programs in Action
Professional Presentation
Task Number 52

Practice emergency and safety procedures used in an early childhood environment.

Definition

Practice should include

- performing infant and child CPR certification first-aid procedures
- conducting or participating in safety drills (e.g., lockdown, tornado)
- implementing incident or accident reporting procedures
- demonstrating possible prevention techniques for Sudden Infant Death Syndrome (SIDS) and Sudden Unexpected Infant Death Syndrome (SUIDS)
- adhering to procedures for universal precautions (i.e., bloodborne pathogens)
- adhering to requirements of Occupational Safety Health Administration (OSHA), where applicable.

Process/Skill Questions

Thinking

- What are the emergency procedures that are used in an early childhood education setting? How and when will these practice drills take place?
- What items should be taken with the teacher and student in case of an emergency evacuation?

Communication

- What type of emergency information will need to be discussed with the preschool child?
- How will the necessity of practice drills be communicated to staff, students, and parents?
- Where in the school should emergency information be posted?

Leadership

- How do practice emergency drills lead to safer educational environments?
- What types of local, state, and federal practice drills need to occur?

Management

- How will preschool students be managed during practice emergency drills?
- Who is responsible for overseeing the practice drills?
- Why is it important to involve area law enforcement and emergency personal in the development of safety procedures and drills?

FCCLA National Programs
Promoting Physical, Cognitive, Social, and Emotional Development

Task Number 53

Analyze child development theories and their implications for early childhood education best practices.

Definition

Analysis should include comparing and contrasting various theorists (e.g. Skinner, Piaget, Vygotsky, Erikson) and their theories on instructional methods and showing their implications for child development and childcare practices.

Teacher Resource:
Virginia’s Milestones of Child Development

Process/Skill Questions

Thinking
• What is a theory?
• Who are past theorists that researched early childhood development?
• What were the theorists’ beliefs on how children learn and develop?
• What are developmentally appropriate practices?
• What levels of cognitive development are common at specified ages and stages (e.g., infancy, toddler, preschooler, school age)?
• What levels of physical development are common at specified ages and stages (e.g., infancy, toddler, preschooler, school age)?
• What levels of social and emotional development are common at specified ages and stages (e.g., infancy, toddler, preschooler, school age)?
• How do children learn problem-solving skills?
• When do children generally learn rote counting skills?
• How do children express ordering skills?
• When do children develop an understanding of time or temporal relationships?
• How can play benefit children?
• What activities promote physical, social, and emotional development in in children?
• When do children form a sense of self, and how do they express it?

**Communication**

• What skills are necessary to communicate with children with different developmental needs?
• How can an early childhood professional communicate with children with different developmental needs?
• How can early childhood professionals provide a partnership between home and school?
• How can early childhood professionals share standards and practices with parents and children?
• What factors enhance or limit the ability to communicate with children of different ages and developmental needs?

**Leadership**

• What leadership qualities are required to implement developmentally appropriate practices?
• What factors enhance or limit the ability to communicate with children of different ages and developmental needs?

**Management**

• What training and resources are required to implement developmentally appropriate practices?
• What management strategies can be developed to encourage the use of developmentally appropriate practices?

**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**
Task Number 54

Create developmentally appropriate experiences based on observation data.

Definition

Learning experiences should include

- evaluation of data from observing lab experiences
- formulation of developmentally appropriate lessons
- application of developmentally appropriate instructional strategies.

Teacher Resource:
Virginia's Milestones of Child Development

Process/Skill Questions

Thinking

- What are examples of observational data?
- Why do early childhood professionals need to collect observational data on children?
- How can an early childhood professional use data to plan developmentally appropriate learning experiences for young children?
- What are the different developmental stages in early childhood?

Communication

- How will observational data be communicated to staff and parents?
- How will information regarding developmentally appropriate learning experiences be communicated to staff and parents?

Leadership

- What is the outcome if developmentally appropriate learning experiences are not practiced in the early childhood setting?
• What are the local, state, and federal guidelines that ensure developmentally appropriate learning experiences for preschoolers?

Management

• How will the observational data be gathered and used?
• What are the criteria for creating developmentally appropriate learning experiences?

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

Power of One: Working on Working

FCCLA: STAR Events (2019)

Early Childhood Education

Entrepreneurship

Focus on Children

National Programs in Action

Professional Presentation

Teach and Train

Task Number 55

Model developmentally appropriate teaching methods.

Definition

Modeling should be based on

• research of different teaching methods
• observation of professionals
• implementation of teaching methods appropriate to learner and learning environment
• adjustments, if necessary, based on observation of learners.

Teacher Resource:
Virginia's Milestones of Child Development

Process/Skill Questions

Thinking

• What are developmentally appropriate teaching methods?
• Why are developmentally appropriate teaching methods important to implement in the early childhood setting?
• How will the early childhood student practice these methods?
• What types of activities will the early childhood professional provide for children in the classroom?

Communication

• What criteria should be used when deciding what is developmentally appropriate?
• How can developmentally appropriate methods be modeled to the preschoolers?
• How can early childhood professionals share information about developmental milestones?
• How can early childhood professionals inform parents/caregivers about developmentally appropriate practices?

Leadership

• What is the expected outcome of modeling appropriate techniques to preschoolers?
• What are the local, state, and federal guidelines relevant to direct instruction of preschool-aged children?

Management

• What are the basic skills needed to model appropriate teaching techniques to a preschooler?
• What state regulations are in place to ensure appropriate interactions between a preschooler and the early childhood professional?

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

Power of One: Working on Working
Task Number 56

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

Definition

Implementation should include

- research of brain development and brain-based learning
- use of equipment and activities that promote cognitive and language development
- incorporation of theoretical principles into a learning activity that accommodates developmental levels, learning styles, abilities, and interests of individual children
- assurances through physical and emotional security to help each child accept and take pride in himself/herself and to develop a sense of independence.

Process/Skill Questions

Thinking

- Why is brain development important for learning?
- What are the functions of the brain?
- How can early childhood professional provide learning experiences to enhance brain function?
- What activities and equipment will promote cognitive and language development?
- How does an early childhood professional decide what is developmentally appropriate?
- What strategies and conditions encourage cognitive, physical, and social-emotional development?
- What are the learning styles of children?
- How do children’s abilities differ?
- What are interests of children?
- How can early childhood professionals provide a safe, nurturing environment?
- What are activities to promote self-worth and independence in children?
Communication

- What criteria should be used when planning activities for preschoolers?
- How will information about what is developmentally appropriate be communicated to staff and parents?

Leadership

- What is the expected outcome of providing experiences that promote children's growth and development?
- What are the local, state, and federal guidelines for developmentally appropriate practices as they relate to cognitive, physical, and social development of preschoolers?

Management

- How will the practices that promote children's growth and development be managed throughout the day?
- What are the basic requirements for meeting individual children's needs?
- What type of training should early childhood professionals receive to implement developmentally appropriate practices?

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.
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)

Early Childhood Education

Entrepreneurship

Focus on Children

National Programs in Action

Professional Presentation

Teach and Train
Task Number 57

Apply developmentally appropriate guidance (e.g., redirection, good planning, and positive reinforcement).

Definition

Application includes constructing and implementing

- classroom rules
- classroom management procedures
- direct/indirect guidance skills (e.g., self-esteem, cultural awareness, effective communication)
- positive reinforcements (e.g., verbal encouragement, body language, eye contact).

Process/Skill Questions

Thinking

- Why is it important to have classroom rules?
- What is positive guidance?
- How does practicing positive guidance techniques allow children to learn and grow?
- What communication and guidance techniques are most effective with different age groups?
- What management procedures are important to implement in the classroom?
- What are ways to teach rules and procedures?

Communication

- How should policies regarding positive guidance be communicated to staff, children, and parents?
- How should activities be scheduled to maximize positive experiences for young children?
- What are some verbal and nonverbal methods and techniques caregivers can use to foster positive adult-child communication?

Leadership

- What is the expected outcome when an early childhood setting embraces the theory of positive guidance?

Management

- What are some ways that a child can be redirected?

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.

4.5.1
Apply developmentally appropriate and culturally responsive guidelines for behavior.

---

**Task Number 58**

**Use problem-solving skills to promote social emotional, intellectual, and physical intelligence.**

**Definition**

Skills should include

- strategies associated with reasoning and problem-solving
- strategies for responding to child stressors (e.g., bullying, separation anxiety, home problems)
- strategies associated with reactions to stress (e.g., whining, crying, biting, soiling, thumbsucking)
- strategies associated with guidance skills (e.g., direct and indirect communication skills).

**Process/Skill Questions**

**Thinking**

- Why does problem-solving allow children to improve social interaction and intellectual growth?
- How can an early childhood professional promote problem-solving skills with young children?
- What teaching techniques encourage the development of a positive self-concept in a child?
- How can early childhood professionals respond to child stressors such as bullying, separation anxiety, and home problems?
- How can an early childhood professional help children respond to reactions to stressors such as whining, crying, biting, soiling and thumbsucking?

**Communication**

- How can students, staff, and parents be encouraged to allow children to solve problems?
- What criteria can an early childhood professional use when selecting activities that will promote the concept of problem solving?
- How can an early childhood professional communicate with parents about children who are having a problem at school?

**Leadership**

- What is the expected outcome when teachers provide preschoolers with problem-solving techniques?
- What local, state, and federal guidelines relate to teaching children to solve problems?
Management

- How do teachers model problem-solving skills with young children?
- What types of activities can teachers provide that promote problem-solving skills?

**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.

**FCCLA National Programs**

Power of One: A Better You

Power of One: Family Ties

Power of One: Working on Working

**FCCLA: STAR Events (2019)**

Early Childhood Education

Entrepreneurship

National Programs in Action

Professional Presentation

Teach and Train

---

**Task Number 59**

Demonstrate intentional interactions and engagement that promote supportive relationships with children and their parents/guardians.

**Definition**

Demonstration should illustrate a communication style, nonverbal behaviors, choice of vocabulary, and listening and feedback techniques that result in positive interactions with parents, children, administrators, and staff.

**Process/Skill Questions**

Thinking
• What interpersonal skills are needed to provide positive relationships with children?
• How does an early childhood professional establish productive relationships with children?
• What are ways to implement positive, supportive relationships with parents/guardians?
• Why is positive communication important between administrators and staff?

**Communication**

• How should the early childhood professional communicate personal feelings to preschoolers?
• How can the early childhood professional's interpersonal skills affect the relationship with preschool students?

**Leadership**

• How do positive interpersonal skills benefit other staff members, preschoolers, and their parents?

**Management**

• What are the basic skills needed to establish positive relationships with children?
• How can these basic skills be modeled to the children, parents, and staff members?

**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**

**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**

**Power of One: Working on Working**

**FCCLA: STAR Events (2019)**

**Entrepreneurship**

**Interpersonal Communications**
Creating a Curriculum Responsive to Children’s Needs

Task Number 60

Evaluate curricula and instructional models used in early childhood settings.

Definition

Evaluation should be made after comparing curricula and instructional models such as Montessori, High Scope, Creative Curriculum, Bank Street, Reggio Emilia, Emergent, and Direct Instruction.

Process/Skill Questions

Thinking

- What are the components of curriculum and instructional models for early childhood settings?
- What criteria should be considered in choosing a curriculum?

Communication

- How will information about curriculum choice be shared with staff and parents?
- How can the importance of curriculum choice be communicated?

Leadership

- What are the local, state, and federal guidelines for curriculum choice in early childhood settings?
- How can participating in curriculum planning help an early childhood professional understand the child development more fully?

Management

- What is the process for evaluating the components of curriculum?
- What type of recordkeeping will be used to manage the curriculum?
National Standards for Family and Consumer Sciences Education

4.3.1
Analyze a variety of curriculum and instructional models.

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

Professional Presentation

Task Number 61

Facilitate developmentally appropriate learning experiences in all curriculum areas.

Definition

Facilitation should include

- program goals and learning objectives
- content in all subject areas
- a variety of lesson plans for each subject area with associated assessments.

Process/Skill Questions

Thinking

- What are the basic curriculum areas that need to be addressed in an early childhood educational setting?
- How does the teaching of skills across all developmental domains (e.g., physical, cognitive, and social) allow children to grow?
Communication

- What criteria should be used when deciding which learning experiences are the most appropriate for individual students?
- How will it be communicated to parents and staff that teaching skills across the curriculum as opposed to in isolation (e.g., math lessons, science lessons, and alphabet) is developmentally appropriate?

Leadership

- What is the expected outcome when preschool children are offered developmentally appropriate learning experiences in all curriculum areas simultaneously?
- What are local, state, and federal trends regarding curriculum areas for preschool children?

Management

- How will daily activities be managed to ensure that all developmental domains are being addressed?
- What are the procedures for writing a developmentally appropriate lesson plan that will address the concept of teaching across the curriculum?

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.

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 62

Implement an integrated curriculum that values each child’s language, learning style, home experiences, and culture.

Definition

Implementation should include the use of a curriculum that reflects the various learning styles, developmental levels, languages, family values, and cultural values of the learners in the class.

Process/Skill Questions

Thinking

- What teaching strategies can help foster a positive cultural identity in children?
- What types of multicultural activities are appropriate for children of different ages?

Communication

- How does one implement an integrated curriculum that incorporates a child's language, learning style, home experiences, and cultural values?
- What are the consequences of using or not using an integrated curriculum?

Leadership

- What skills are needed to develop an integrated curriculum?
- What should be done to ensure that the integrated curriculum is effective?

Management

- What methods can be used to determine which items to include in the integrated curriculum?
- What resources are needed to develop an integrated curriculum?

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.

FCCLA National Programs

Power of One: A Better You

Power of One: Family Ties
Task Number 63

Demonstrate a variety of teaching methods to support each child’s learning needs.

Definition

Demonstration should include applying program goals and learning objectives to a variety of teaching methods, so that content delivery considers the learning needs of each child in the class.

Process/Skill Questions

Thinking

- What are different learning styles?
- What are teaching methods that can be used in the classroom?
- What criteria should be used to select teaching methods?

Communication

- How is a child's learning style identified?
- What should be done to ensure a variety of teaching methods are available to accommodate each child's learning style?

Leadership
• What skills do early education professionals need to implement a variety of teaching methods in instruction?
• What standards should be used to select teaching methods?
• What are the consequences of using a variety of teaching methods in instruction?

Management

• What resources are needed to provide a variety of teaching methods?
• How should early education professionals implement the teaching methods to ensure that children's needs are met?

National Standards for Family and Consumer Sciences Education

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 64

Create learning centers that encourage a child’s interests, exploration, discovery, and development.
**Definition**

Creation of learning centers should include grouping materials and equipment around common activities in areas that fit the unique interests, needs (e.g., trauma), and characteristics of the child population. The choices regarding learning centers should reflect available space and materials, budgetary constraints, the developmental levels of the children, and applicable licensing regulations.

**Process/Skill Questions**

**Thinking**

- Why should creativity be encouraged in children?
- What teaching strategies encourage children to exercise their creativity?
- What criteria should be used in designing a learning center that encourages a child's interests, exploration, discovery, and development?
- What are the consequences of providing/not providing a learning center designed to encourage a child's interests, exploration, discovery, and development?
- What are licensing regulations for learning centers in the state of Virginia?
- What are learning centers that can be set up in a classroom? (e.g., dramatic play, art, reading, block building, etc.)

**Communication**

- How can the standards for designing a developmentally appropriate learning center be communicated to an employee?
- What can one do to identify the developmental needs and interests of children?

**Leadership**

- What skills are needed to design a developmentally appropriate learning center?
- What should be done to ensure that the design process provides for children's needs?

**Management**

- What are the resources needed to design a developmentally appropriate learning center?
- What are the steps in designing a developmentally appropriate learning center that complies with state regulations?

**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.

**FCCLA National Programs**

**Power of One: A Better You**

**Power of One: Family Ties**
Task Number 65

Implement a schedule of activities, routines, and transitions in an early childhood education setting.

Definition

Implementation should include

- selecting activities, routines, and transitions according to effectiveness and appropriateness
- using daily schedule and routines
- incorporating transition techniques (e.g., gross-motor stretching activity, finger plays, music, visual and auditory cues) to move smoothly from one activity to another.

Teacher Resources:
Infant/Toddler Environment Rating Scale (ITERS-R)
Early Childhood Environment Rating Scale (ECERS-R)
School-Age Care Environment Rating Scale (SACERS)
Virginia’s Milestones of Child Development

Process/Skill Questions

Thinking

- What factors should be considered when developing a schedule or routine for various age groups?
- What licensing requirements pertain to scheduling?
What are some examples of transition-time activities?

**Communication**

- What criteria should be used in developing a schedule for an early childhood center?
- How can one communicate the need for a schedule to children, parents, and employees?

**Leadership**

- What leadership skills are needed to develop a schedule for an early childhood center?
- How might scheduling practices help and/or harm children?
- What are possible consequences of not developing a schedule?

**Management**

- What are the steps in developing a schedule for an early childhood center?
- What are the basic criteria for developing a schedule that meets the state standards for early childhood centers?

**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*

*Early Childhood Education*

*Entrepreneurship*

*Focus on Children*

*National Programs in Action*

*Professional Presentation*

*Teach and Train*
Task Number 66

Maintain a collection of activities that support development of children during routines and transitions.

Definition

Collection should include

- identified resources and activities to use during routines and transitions
- collected activities to use during routines and transitions
- evaluated activities to use during routines and transitions.

Process/Skill Questions

Thinking

- What are developmentally appropriate activities during routines and transitions?
- What is the goal of using developmentally appropriate activities during routines and transitions?

Communication

- What are the consequences of using or not using developmentally appropriate activities during routines and transitions?
- What resources are available to identify developmentally appropriate activities for routines and transitions?

Leadership

- How might an early education professional maintain a collection of activities?
- What criteria should be used to evaluate the activities?

Management

- What factors should be considered when collecting activities to use during routines and transitions?
- Why is it important to have a collection of resources to use during routines and transitions?

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
Task Number 67

Adapt learning experiences for children with special needs/rights and/or circumstances.

Definition

Adaptation should address children with special needs/rights and/or circumstances such as ADHD, autism, trauma, health issues (e.g., diabetes), etc.

Process/Skill Questions

Thinking

- What are challenges that children with special needs/rights and/or circumstances face within the classroom?
- What types of learning experiences can be provided in the classroom for children with special needs?
- What resources are available to help support learning for children with special needs?
- How can educators set up the learning environment to enhance learning for children with special needs/rights and/or circumstances?

Communication
• How can parents/guardians and early education professionals work together to provide a positive learning experience for the child?
• How can early education professionals communicate with children who are non-verbal?

Leadership

• What type of training is available to teachers, staff and parents on how to teach children with special needs?

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

Promoting Supportive Relationships with Families

Task Number 68

Demonstrate supportive interactions that promote collaborative family partnerships.
Definition

Demonstration should include strategies that

- use effective communication skills
- use a variety of communication techniques
- promote cultural diversity
- use knowledge of cultural differences and similarities while working closely with families
- foster cooperative relationships among child, early education professionals, and families
- exhibit an understanding of the importance of positive relationships
- reflect an understanding of the importance of confidentiality.

Process/Skill Questions

Thinking

- How can cooperative relationships between early education professionals and families be enhanced?
- What opportunities do early education professionals have to interact with the children's families?
- How can a childcare center incorporate cultural awareness to enhance learning?
- What are examples of goals for promoting strong family partnerships?

Communication

- How can appropriate parental involvement with the child's learning be encouraged?
- What communication skills are needed for constructive and supportive interactions?
- How can ineffective communication skills interfere with parent partnerships?

Leadership

- Who would be most adversely affected by a lack of constructive and supportive interactions with the families?
- What leadership skills are needed to promote strong family partnerships?

Management

- Why is it important to demonstrate constructive and supportive interactions with families?
- What resources does one need to maintain constructive and supportive interactions with families?

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

Families First: Families Today

Families First: Meet the Challenge
Task Number 69

Establish reciprocal interactions between families/programs/providers regarding children’s development.

Definition

Established interactions should include

- items of general interest to parents
- one-on-one contact suggesting research-based strategies to deal with a concern regarding a specific child
- resources and child development information. Information may be shared via
  - newsletter
  - website
  - personal conference
  - progress report.

Process/Skill Questions

Thinking

- What information should students communicate to parents/guardians?
• How does a student effectively communicate with parents/guardians?

Communication

• How does one determine which information is appropriate to share with parents?
• What are the consequences of sharing information that is not accurate or developmentally appropriate?

Leadership

• What skills are needed to select developmental topics to share with parents?
• What should be done to ensure that the information shared with parents is accurate?

Management

• What criteria can be used to evaluate the quality and accuracy of the developmental topics shared with parents?
• What are the advantages/disadvantages of sharing information with parents regarding developmental topics and concerns related to children?

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

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

Power of One: Working on Working

FCCLA: STAR Events (2019)

Career Investigation

Entrepreneurship

Focus on Children

Interpersonal Communications
Examining Careers and Professionalism

Task Number 70

Identify credentialing options for early childhood professionals.

Definition

Identification may include credentialing options such as the following:

- Career Pathways for Early Childhood and Out-of-School Time Practitioners

For details on each level students should refer to Professional Development Career Advancement Lattice, Places and Programs for Children, Inc. (757) 399-1337).

Teacher Resources:
- Competencies for Early Childhood Professionals
- Children’s Harbor - Places and Programs for Children Inc.
- Virginia Career Lattice

Process/Skill Questions

Thinking

- What credentialing options exist for early childhood professionals?
- Where can options for early childhood professionals be obtained?

Communication

- What can one do to obtain an early childhood credential?
- What are the requirements of the early childhood credentialing programs?

Leadership

- How might one support early childhood credentialing?
- What circumstances led to the creation of early childhood credentials?
Management

- What resources are needed to obtain an early childhood credential?
- Why is it important to have an early childhood credential?

National Standards for Family and Consumer Sciences Education

4.1.6
Analyze the role of professional organizations in education and early childhood.

4.6.1
Explore opportunities for continuing training and education.

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

Professional Presentation

Task Number 71

Participate in opportunities for professional development.

Definition

Participation should include

- continuing postsecondary education and training
- attending staff training opportunities
- attending professional development opportunities
- mentoring and coaching on-site (e.g., in a high school program).

Process/Skill Questions
Thinking

- What continuing education is required for licensing?
- Besides early childhood education, what other occupations exist within the childcare industry? What education is needed for them?

Communication

- What steps should be taken to participate in continuing education and training?
- What are the benefits of completing continuing education and training?
- What are the consequences of not completing continuing education and training?

Leadership

- What are the basic criteria for meeting the state standards regarding continuing education and training?
- What circumstances led to the establishment of continuing education and training requirements for early childhood professionals?

Management

- What factors should be considered when selecting continuing education and training opportunities?
- What steps should be taken to develop a plan for keeping and maintaining records of continuing education and training completed?

National Standards for Family and Consumer Sciences Education

4.6.1
Explore opportunities for continuing training and education.

FCCLA National Programs

Power of One: A Better You

Power of One: Family Ties

Power of One: Take the Lead

Power of One: Working on Working

FCCLA: STAR Events (2019)

Career Investigation

Entrepreneurship

Interpersonal Communications

Job Interview
Task Number 72

Analyze the potential influence and outcome of career-path decisions on balancing work and family.

Definition

Analysis should include benefits and disadvantages of various careers in early childhood education and related fields in terms of balancing work and family roles.

Process/Skill Questions

Thinking

- How do family, workplace, and community issues affect trends in the family?
- What are the advantages and disadvantages of a childcare worker having his/her own child in the class?

Communication

- How can families and individuals address the effects of trends in the workplace?
- What role does communication play in this? What criteria should be used to help decide policies related to critical issues in the family? How can the workplace be respectful of the family, individuals, and the community?

Leadership

- What leadership techniques are needed to develop and implement workplace strategies?
- How can members of the community develop leadership skills?
- How can leadership skills be integrated into the family, career, or the community? What factors will affect trends in the workplace and community?

Management

- How can a manager evaluate employee reaction to the development of policies related to critical issues in the workplace? What criteria should be used to address the level of effect that a workplace issue has on the family and community?
- What factors should be considered when developing policies related to the workplace, the family, and the community?

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.

4.1.2 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**

**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**

**FCCLA: STAR Events (2019)**

**Career Investigation**

**Entrepreneurship**

**National Programs in Action**

**Professional Presentation**

---

**Task Number 73**

**Apply ethical standards accepted by professional organizations that are associated with early childhood.**

**Definition**

Application may include

- analysis of the code of ethics for national professional organizations (e.g., National Association for the Education of Young Children [NAEYC])

- responses to questions that accompany case studies or scenarios focusing on professional practices and ethical standards.
Process/Skill Questions

Thinking

- What types of ethical standards, guidance, and support are available from professional organizations?
- What federal and state laws and regulations are related to working with children?

Communication

- What steps should be taken to ensure that ethical standards are followed in the early childhood center?
- What practices are examples of ethical behavior?

Leadership

- What leadership skills are needed to demonstrate ethical behavior?
- Who would be most adversely affected by a lack of ethical practices among early childhood professionals?

Management

- What ethical practices should be used in early childhood programs?
- What recordkeeping is required to document adherence to federal, state, and local regulations related to early childhood centers?

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

Entrepreneurship

National Programs in Action
Task Number 74

Explain compliance with federal, state, and local government standards and regulations that affects children, families, and early childhood programs.

Definition

Explanation should include

- results obtained through research of selected standards, policies, regulations, and laws
- descriptions of situations in which government regulations affect children, families, and programs.

Process/Skill Questions

Thinking

- Where can federal, state, and local regulations be found?
- What are the legal consequences of failing to meet regulations when working with children?

Communication

- What steps should be taken to ensure that regulations are followed?
- What skills are needed to follow regulations?

Leadership

- Who would be most adversely affected if regulations were not followed?
- How might regulations help and/or harm children?

Management

- What resources contain necessary regulations?
- What recordkeeping procedures are required by regulations?

FCCLA National Programs

Families First: Balancing Family and Career

Families First: Families Today

Families First: You-Me-Us
Task Number 75

Explore ethical practices and management skills for early childhood professionals.

Definition

Exploration should include the ethical practices and management skills related to

- program goals
- location and selection of target market (client population)
- social media
- financing
- facility
- equipment
- staffing
- marketing
- logistical plans.

Process/Skill Questions

Thinking

- What experience would early childhood professionals need to develop ethical practices and management skills?
- What beliefs, actions, or conditions create, limit, or distort ethical practices?

Communication

- What steps should be taken to ensure that ethical standards are followed in the early childhood center?
- What practices are examples of ethical behavior?

Leadership
• What should be done to ensure that early childhood professionals demonstrate ethical standards?
• What leadership skills are needed to promote ethical standards?

Management

• Why is it important for early childhood professionals to demonstrate ethical standards?
• What criteria can be used to evaluate ethical behavior?

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

Financial Fitness: Earning
Financial Fitness: Protecting
Financial Fitness: Saving
Financial Fitness: Spending

FCCLA: STAR Events (2019)

Career Investigation
Early Childhood Education
Entrepreneurship
Focus on Children

National Programs in Action

Professional Presentation

Seeking Employment in Early Childhood and Related Careers
Task Number 76

Explore opportunities for higher education, work-based learning, employment, and entrepreneurship in early childhood education and related careers.

Definition

Exploration should include the

- definition of early childhood
- investigation of post-secondary education requirements
- identification of work-based learning opportunities
- identification of employment opportunities
- consideration of factors influencing entrepreneurship, such as
  - present and projected demand for staff in careers related to early childhood education on the local, regional, and state levels
  - salary ranges for a variety of positions
  - social and economic trends or factors that encourage entrepreneurship in this field.

Process/Skill Questions

Thinking

- What information is available on careers in early childhood education and services? How can the information be obtained?
- How can the sources of career information be evaluated? At what point is the information gathering complete?

Communication

- What communication skills are necessary to gather and evaluate information?
- How are benefits and disadvantages of a career evaluated? What personal information is needed before one can make thoughtful career choices?

Leadership

- What leadership techniques can be used to gather and evaluate career information?
- What is an effective decision-making process to use when gathering and evaluating career information?

Management

- What management skills are involved in the search for career information?
- What resources are needed to gather and evaluate career information?

National Standards for Family and Consumer Sciences Education
Task Number 77

Identify career goals.

Definition
Identification should include goal statements that reflect the steps in the goal-setting process and an action plan for implementing each goal.

Teacher Resource:
Career Pathways

Process/Skill Questions

Thinking

• What is the difference between short-term and long-term goals? Why is it important to have both?
• What factors may influence career goals?
• What are the consequences of making/not making thoughtful career choices?

Communication

• Why is it important to formulate career goals in writing?
• How and why may career goals and strategies be communicated to others?
Leadership

- What leadership qualities are reflected in long-term career goals?
- What are some motivational techniques that help achieve short-term and long-term goals?

Management

- What are the steps in the goal-setting process?
- What is the relationship between career goals and objectives or strategies?

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

Entrepreneurship

National Programs in Action

Professional Presentation

Task Number 78

Identify resources for finding employment or pursuing postsecondary education.

Definition

Identification may consist of resources such as

- newspapers
- Internet sites (e.g., Virginia Employment Commission (VEC), careeronestop)
• professional organizations
• local businesses or personal contacts.

Process/Skill Questions

Thinking

• What is meant by networking? What criteria should be used to evaluate the effectiveness of a network contact?
• What can be learned from a successful job search? What can be learned from an unsuccessful job search? What ethical issues may arise during a job search? How can they be addressed?

Communication

• What communication skills are needed for locating and using employment resources?
• What are some potential consequences of using/not using employment resources?

Leadership

• What skills are needed for networking? How are the skills needed for networking similar to and different from the skills needed for successful employment?
• How can leaders become effective network contacts for others seeking employment?

Management

• What are effective ways to use websites as employment resources?
• What training is needed to improve job search 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

National Programs in Action

Professional Presentation
Task Number 79

Prepare a professional portfolio.

Definition

Preparation should include ensuring that the portfolio

- is rated acceptable according to predetermined standards and the Childhood Development Association (CDA) for correctness, completeness, conciseness, clarity, and consideration of the reader
- includes a résumé, cover letter, list of references, and any additional professional development certificates.

Teacher Resource:
Competencies for Early Childhood Professionals

Process/Skill Questions

Thinking

- What should be included in a professional portfolio?
- What factors influence the self-presentation in a résumé?
- What criteria should be used to evaluate a professional portfolio?
- What are some of the legal and ethical issues surrounding the job application process?

Communication

- What are the most important points for a résumé or application letter to communicate to a prospective employer?
- How are electronic résumés different from printed résumés? How are the two alike?

Leadership

- How can a job seeker ensure that his or her professional portfolio is effective? How can an ineffective portfolio be improved?
- What are some strategies for dealing with negative information that must be included in an application package?

Management

- What models are available to job seekers wishing to develop an effective professional portfolio?
- How can a job seeker adjust the professional portfolio to pursue a specific job opportunity?

National Standards for Family and Consumer Sciences Education

4.1.5
Create an employment portfolio to communicate education and early childhood knowledge and skills.
Task Number 80

Complete the job interview process.

Definition

Completion should include

- gathering information about the prospective employer
- preparing for possible questions to be asked by the interviewer
- developing a schedule to ensure prompt completion of all steps
- participating in the interview
- sending a follow-up letter.

Process/Skill Questions

Thinking

- How does a job interview benefit the employer and the applicant?
- What factors may influence an employer’s impressions of an applicant?
- What legal and ethical issues may arise in connection with a job interview?

Communication

- What are the most important points to communicate during an interview with a prospective employer?
- What questions is an employer likely to ask during an interview? What might the answers to each question reveal about the job seeker?
- What questions might an interviewer ask that could be viewed as discriminatory? What should an applicant do when confronted with possible discrimination?
- What questions should applicants ask (or refrain from asking) an interviewer? Why?

Leadership

- What leadership skills or techniques will help form a positive impression during a job interview?
- How can the job seeker communicate the contributions he or she would make to the organization during a job interview?

Management

- What management techniques can be used to prepare for a job interview?
- What steps should be taken to follow up after a job interview?

FCCLA: STAR Events (2019)

Career Investigation

Interpersonal Communications

Job Interview

National Programs in Action

Professional Presentation

Task Number 81

Evaluate a job offer.

Definition

Evaluation of a job offer should result in assessment of the job as a match with the job seeker's personal skills and interests, determination of possible points of negotiation, and compilation of information needed to decide whether to accept the job.

Process/Skill Questions

Thinking

- What criteria should be used to evaluate a job offer?
- What factors may influence a decision regarding a job offer?
- What legal and ethical issues may arise in connection with a job offer?

Communication
• What personal skills and interests are matched by the job requirements?
• What personal values and beliefs are consistent with the employer’s mission?
• What trade-offs might a job seeker be willing to make to accept this job? How might these trade-offs be communicated to the potential employer?

Leadership

• What leadership qualities are needed to succeed in this job?
• What elements of the job offer are negotiable?
• What consequences might result from taking/turning down this job offer?

Management

• What management skills are needed to succeed in this job?
• What resources are needed to evaluate this job offer?

National Standards for Family and Consumer Sciences Education

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

FCCLA National Programs

Families First: Balancing Family and Career

Financial Fitness: Earning

FCCLA: STAR Events (2019)

Career Investigation

Interpersonal Communications

Job Interview

National Programs in Action

Professional Presentation

SOL Correlation by Task

<table>
<thead>
<tr>
<th>Task</th>
<th>Description</th>
<th>English: 11.3, 11.5, 12.3, 12.5</th>
<th>History and Social Science: GOVT.1, GOVT.9</th>
</tr>
</thead>
<tbody>
<tr>
<td>39</td>
<td>Analyze the meaning of work and the meaning of family.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>40</td>
<td>Compare how families affect work life and how work life affects families.</td>
<td>History and Social Science: GOVT.1, GOVT.9</td>
<td></td>
</tr>
<tr>
<td>----</td>
<td>-----------------------------------------------------------------------</td>
<td>------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>41</td>
<td>Identify management strategies for balancing work and family roles.</td>
<td>History and Social Science: GOVT.1</td>
<td></td>
</tr>
<tr>
<td>42</td>
<td>Create physical space to maintain a developmentally appropriate learning environment for each child.</td>
<td>English: 11.8, 12.8</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>History and Social Science: GOVT.15, VUS.14</td>
<td></td>
</tr>
<tr>
<td>43</td>
<td>Comply with local and state health and safety regulations for an early childhood education environment.</td>
<td>History and Social Science: GOVT.14, GOVT.15, VUS.14</td>
<td></td>
</tr>
<tr>
<td>44</td>
<td>Teach children health, safety, and sanitation habits, using different strategies.</td>
<td>English: 11.6, 12.6</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>History and Social Science: GOVT.14, GOVT.15, VUS.8</td>
<td></td>
</tr>
<tr>
<td>45</td>
<td>Plan meals and snacks that accommodate allergies and promote healthy eating practices.</td>
<td>English: 11.5, 12.5</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>History and Social Science: GOVT.14, GOVT.15, VUS.8</td>
<td></td>
</tr>
<tr>
<td>46</td>
<td>Complete the state-approved child-abuse course and assessment.</td>
<td>English: 11.5, 12.5</td>
<td></td>
</tr>
<tr>
<td>47</td>
<td>Describe the procedures to report suspected child abuse or neglect to the appropriate authorities through role-playing scenarios.</td>
<td>English: 11.5, 12.5</td>
<td></td>
</tr>
<tr>
<td>48</td>
<td>Identify characteristics of adverse childhood experiences.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>49</td>
<td>Document a daily child health check.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>50</td>
<td>Implement procedures for staff, parents, and children that prevent childhood illnesses and communicable diseases.</td>
<td>History and Social Science: GOVT.14, GOVT.15, VUS.14</td>
<td></td>
</tr>
<tr>
<td>51</td>
<td>Demonstrate use of safety procedures for an early childhood environment.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>52</td>
<td>Practice emergency and safety procedures used in an early childhood environment.</td>
<td>History and Social Science: GOVT.15</td>
<td></td>
</tr>
<tr>
<td>54</td>
<td>Create developmentally appropriate experiences based on observation data.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>55</td>
<td>Model developmentally appropriate teaching methods.</td>
<td>English: 11.8, 12.8</td>
<td></td>
</tr>
<tr>
<td>56</td>
<td>Implement developmentally appropriate practices that promote children's growth and development.</td>
<td>English: 11.8, 12.8</td>
<td></td>
</tr>
<tr>
<td>57</td>
<td>Apply developmentally appropriate guidance (e.g., redirection, good planning, and positive reinforcement).</td>
<td></td>
<td></td>
</tr>
<tr>
<td>58</td>
<td>Use problem-solving skills to promote social emotional, intellectual, and physical intelligence.</td>
<td>English: 11.8, 12.8</td>
<td></td>
</tr>
<tr>
<td>59</td>
<td>Demonstrate intentional interactions and engagement that promote supportive relationships with children and their parents/guardians.</td>
<td>English: 11.1, 11.5, 12.1, 12.5</td>
<td></td>
</tr>
<tr>
<td>60</td>
<td>Evaluate curricula and instructional models used in early childhood settings.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>61</td>
<td>Facilitate developmentally appropriate learning experiences in all curriculum areas.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>62</td>
<td>Implement an integrated curriculum that values each child’s language, learning style, home experiences, and culture.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>63</strong></td>
<td>Demonstrate a variety of teaching methods to support each child’s learning needs.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>64</strong></td>
<td>Create learning centers that encourage a child’s interests, exploration, discovery, and development.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>65</strong></td>
<td>Implement a schedule of activities, routines, and transitions in an early childhood education setting.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>66</strong></td>
<td>Maintain a collection of activities that support development of children during routines and transitions.</td>
<td>English: 11.8, 12.8</td>
<td></td>
</tr>
<tr>
<td><strong>67</strong></td>
<td>Adapt learning experiences for children with special needs/rights and/or circumstances.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>68</strong></td>
<td>Demonstrate supportive interactions that promote collaborative family partnerships.</td>
<td>English: 11.1, 11.5, 12.1, 12.5 History and Social Science: GOVT.1, GOVT.16, VUS.1</td>
<td></td>
</tr>
<tr>
<td><strong>69</strong></td>
<td>Establish reciprocal interactions between families/programs/providers regarding children’s development.</td>
<td>English: 11.2, 11.5, 12.2, 12.5 History and Social Science: GOVT.1, GOVT.9, GOVT.16, VUS.1, VUS.13</td>
<td></td>
</tr>
<tr>
<td><strong>70</strong></td>
<td>Identify credentialing options for early childhood professionals.</td>
<td>English: 11.5, 12.5</td>
<td></td>
</tr>
<tr>
<td><strong>71</strong></td>
<td>Participate in opportunities for professional development.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>72</strong></td>
<td>Analyze the potential influence and outcome of career-path decisions on balancing work and family.</td>
<td>English: 11.5, 12.5</td>
<td></td>
</tr>
<tr>
<td><strong>73</strong></td>
<td>Apply ethical standards accepted by professional organizations that are associated with early childhood.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>74</strong></td>
<td>Explain compliance with federal, state, and local government standards and regulations that affects children, families, and early childhood programs.</td>
<td>English: 11.5, 12.5 History and Social Science: GOVT.9, GOVT.15, VUS.13</td>
<td></td>
</tr>
<tr>
<td><strong>75</strong></td>
<td>Explore ethical practices and management skills for early childhood professionals.</td>
<td>English: 11.5, 12.5</td>
<td></td>
</tr>
<tr>
<td><strong>76</strong></td>
<td>Explore opportunities for higher education, work-based learning, employment, and entrepreneurship in early childhood education and related careers.</td>
<td>English: 11.3, 11.5, 12.3, 12.5</td>
<td></td>
</tr>
<tr>
<td><strong>77</strong></td>
<td>Identify career goals.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>78</strong></td>
<td>Identify resources for finding employment or pursuing postsecondary education.</td>
<td>English: 11.5, 12.5 History and Social Science: GOVT.16</td>
<td></td>
</tr>
<tr>
<td><strong>79</strong></td>
<td>Prepare a professional portfolio.</td>
<td>English: 11.6, 12.6</td>
<td></td>
</tr>
<tr>
<td><strong>80</strong></td>
<td>Complete the job interview process.</td>
<td>English: 11.5, 11.6, 12.5, 12.6</td>
<td></td>
</tr>
<tr>
<td><strong>81</strong></td>
<td>Evaluate a job offer.</td>
<td>English: 11.5, 12.5</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, 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 I (8285/36 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)
- Individual Development (8209/18 weeks)
- Individual Development (8210/36 weeks)
- Introduction to Early Childhood, Education, and Services (8233/18 weeks)
- Introduction to Virginia Teachers for Tomorrow (9060/18 weeks)
- Introduction to Virginia Teachers for Tomorrow (9061/36 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 (9062/36 weeks)
- Virginia Teachers for Tomorrow II (9072/36 weeks)
- Virginia Teachers for Tomorrow II (9072/36 weeks)

Career Cluster: Education and Training

<table>
<thead>
<tr>
<th>Pathway</th>
<th>Occupations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Administration and Administrative Support</td>
<td>Instructional Coordinator</td>
</tr>
<tr>
<td></td>
<td>School Principal</td>
</tr>
<tr>
<td></td>
<td>School Superintendent</td>
</tr>
<tr>
<td></td>
<td>Training and Development Manager</td>
</tr>
<tr>
<td>Pathway</td>
<td>Occupations</td>
</tr>
<tr>
<td>-------------------------</td>
<td>-----------------------------------------------------------------------------</td>
</tr>
</tbody>
</table>
| Professional Support    | Audiologist  
| Services                | 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 |