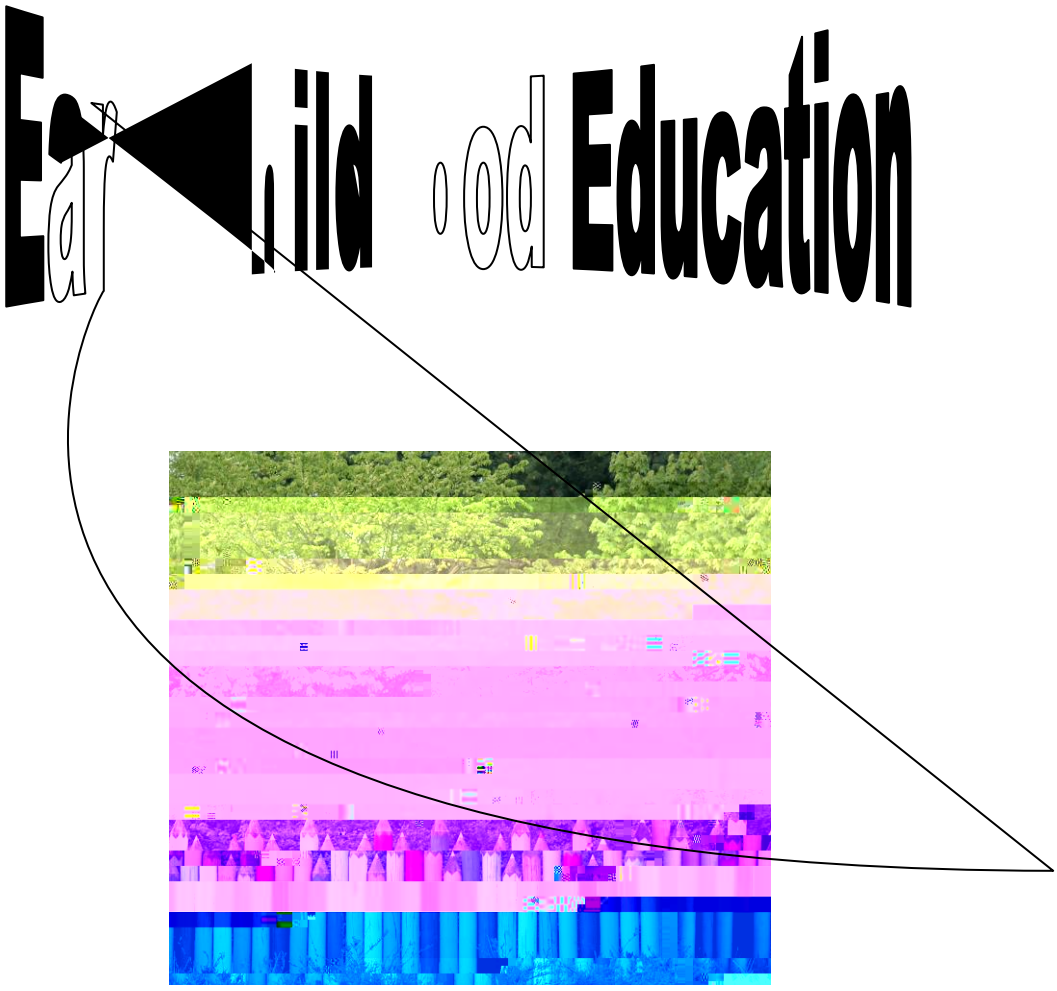
Family and Consumer Sciences

Grades 9-12



The University of the State of New York
The State Education Department
Office of Curriculum and Instructional Support
Albany, New York 12234
2010

Acknowledgements

Many Family and Consumer Sciences educators from across New York State contributed to the development of the original Early Childhood Education curriculum guide. Since then, many efforts have been made to maintain the integrity of the curriculum guide while updating the accompanying learning experiences. This revision brings Early Childhood Education into alignment with all educational requirements and recommendations at the state and national levels. A special thank you goes to the writing team for their vision in updating this document, as we acknowledge the time, talents, and expertise of all who contributed to the development of this course.

Curriculum Writing Team 2008

Sally Bakker	North Syracuse Central School District, Cicero
Ann Coleman	Niskayuna Central School District, Niskayuna
Helaine Donn	Hilton High School, Hilton
Sheryl Garofano	North Syracuse Central School District, Cicero
Deborah Hall	Cobleskill-Richmondville Central School, Cobleskill
Cynthia Jennings	Capital Region BOCES, Albany
Karen Koeppel	West Seneca Central School District, West Seneca
Barbara Mikler-Crandon	Newark High School, Newark
Rosemarie Posillico	Burnt Hills-Ballston Lake Central Schools, Burnt Hills
Marta Roberts-Pekar	Burnt Hills-Ballston Lake Central Schools, Burnt Hills
Dawn B. Scagnelli	New York State Education Department, Albany

Foreword

This publication provides guidance to those responsible for planning, implementing, and assessing the commencement level Family and Consumer Sciences Early Childhood Education course. Family and Consumer Sciences courses are designed to help students become competent, confident, and caring in managing their work, family and community lives. Early Childhood Education is a cluster level course in the Human Services and Family Studies content area. All Family and Consumer Sciences courses allow students to apply the process skills of communication, leadership, management, and thinking in an experiential setting. Commencement level Family and Consumer Sciences courses offer minimal duplication among courses and integration of content in an applied context.

Family and Consumer Sciences Core Courses:

- Lifespan Studies
- Food and Nutrition
- Clothing and Textiles
- Housing and Environment

Human Services and Family Studies cluster courses:

- Careers in Human Services
- Child Development and Psychology
- Early Childhood Education
- Adolescent Psychology
- Parenting
- Gerontology
- Independent Living

The Early Childhood Education course may be used to meet the New York State parenting education mandate.

Each Family and Consumer Sciences course promotes student attainment of the commencement level New York State Learning Standards in Family and Consumer Sciences and New York State Learning Standards in Career Development and Occupational Studies. Performance objectives and supporting competencies are based on the National Learning Standards in Family and Consumer Sciences.

Family and Consumer Sciences education is one of the disciplines covered by the Career and Technical Education (CTE) umbrella. As such, Commissionerôs Regulations and NYSED policies developed for CTE programs and students apply to Family and Consumer Sciences.

Curriculum Overview —

The process skills of communication, leadership, management, and thinking which have been studied in depth in Home and Career Skills are not to be taught separately but rather applied throughout the course using the focus of essential questions.

4. How does the Early Childhood Education curriculum relate to the Learning Standards?

This course is a vehicle through which the commencement level New York State Learning Standards for Family and Consumer Sciences (Personal Health and Fitness, A Safe and Healthy Environment, and Resource Management) can be attained. It addresses the New York State Commencement Level Learning Standards for Career and Occupational Studies (Career Development, Integrated Learning, Universal Foundation Skills, Career Majors- Human and Public Services). Relationships between content topics and the New York State PreK Learning standards have also been identified.

Standards delivered in the academic disciplines of Math, Science, Technology, English Language Arts, Social Studies, Languages Other Than English and the Arts are supported by the Early Childhood Education course as it provides real-world opportunities to apply the key ideas and skills taught in those disciplines.

A. Introduction to Early Childhood, Education, and Services (IE) *W hat knowledge and skills do I need to assess the variety of early childhood, education, and services programs available and the employment possibilities in each?*

Standards Connections

Introduction to Early Childhood, Education, and Services supports the NYS Family and Consumer Sciences Learning Standards 2 – A Safe and Healthy Environment and 3 – Resource Management; and NYS Career Development and Occupational Studies Standards 1 – Career Development and 3a – Universal Foundation Skills

Key Ideas

NYS FACS 2 - Students will acquire the knowledge and ability necessary to create and maintain a safe and healthy environment.

NYS FACS 3 - Students will understand and be able to manage personal resources of talent, time, energy and money, to make effective decisions in order to balance their obligations to work, family and self. They will know and access community resources.

NYS CDOS 1 - Students will learn about the changing nature of the workplace, the value of work to society, and the connection of work to the achievement of personal goals.

NYS CDOS 3a1 - Basic Skills
NYS CDOS 3a2 - Thinking Skills
NYS CDOS 3a3 - Personal Qualities
NYS CDOS 3a4 - Interpersonal Skills
NYS CDOS 3a5 - Technology
NYS CDOS 3a6 - Managing Information
NYS CDOS 3a7 - Managing Resources
NYS CDOS 3a8 - Systems

Performance Objectives and Supporting Competencies for Early Childhood, Education, and Services

Introduction to Early Childhood, Education, and Services Performance Objective 1

IE.1 List and describe the various types of early childhood, education, and services available to parents and their children

IE.1.1. Identify unique characteristics of the various types of early childhood,

Introduction to Early Childhood, Education, and Services Performance Objective 5

IE.5 Demonstrate the skills necessary to obtain employment in early childhood, education, and related services

IE.5.1. Create an employment portfolio for use when applying for work-based learning opportunities and entry-level positions in early childhood, education, and r an

Performance Objectives and Supporting Competencies for Overview of Growth and Development of Preschoolers

Overview of Growth and Development of Preschoolers Performance Objective 1

OP.1 Summarize the principles of growth and development of preschoolers

- OP.1.1. Identify the characteristics and interrelationship among the physical, intellectual (cognitive), social, and emotional development of preschoolers
- OP.1.2. Identify developmental milestones that typically occur during the preschool years
- OP.1.3. Identify typical variations in the development of preschoolers
- OP.1.4. Describe benchmark warnings that may indicate developmental delays during the preschool years and when to access additional support systems
- OP.1.5. Identify the internal, external, informal, and formal support systems available to meet the diverse needs of preschool children

C. <u>Observation and Recording: Child Assessment (OR)</u> *How can I use*

learning styles to enhance their growth and development?

Standards Connections

Observation and Recording: Child Assessment supports the NYS Family and Consumer Sciences Learning Standards 1 – Personal Health and Fitness, 2 – A Safe and Healthy Environment and 3 – Resource Management; and NYS Career Development and Occupational Studies Standards 1 – Career Development, 3a – Universal Foundation Skills and 3b – Career Majors (Human and Public Services)

Rationale

The purpose of this content topic is to understand the benefits of observing children. Students will apply the scientific method and use a variety of observation procedures to gain an in-depth understanding of child growth and development. This content topic will provide opportunities for students to apply communication, leadership, management, and thinking skills to the observation of children.

Performance Objectives and Supporting Competencies for Observation and Recording: Child Assessment

Observation and Recording: Child Assessment Performance Objective 1

OR.1 Analyze the role of observation and assessment in optimizing the growth and development of children

OR.1.1. Explain the importance and purpose of observation and assessment in promoting the growth and development of children

OR.1.2. Identify current valid and reliable methods of observation and explain

E. A Child Centered Environment (CCE) *How can I provide time, space, and materials to establish a play rich environment for the optimal growth and development of children?*

Standards Connections

A Child Centered Environment supports the NYS Family and Consumer Sciences Learning Standards 2 – A Safe and Healthy Environment and 3 – Resource Management; and NYS Career Development and Occupational Studies Standard 3a – Universal Foundation Skills and 3b – Career Majors (Human and Public Services)

Rationale

The purpose of this content topic is to help students understand the importance of, and components of, a child centered environment for preschoolers. Students will plan an environment that facilitates preschoolersô development and encourages a variety of play experiences. This content topic will provide opportunities for students to apply communication, leadership, management, and thinking skills to the study of a child centered environment.

Key Ideas

NYS FACS 2 - Students will acquire the knowledge and ability necessary to create and maintain a safe and healthy environment.

NYS FACS 3 - Students will understand and be able to manage personal resources of talent, time, energy and money, to make effective decisions in order to balance their obligations to work, family and self. They will know and access community resources.

NYS CDOS 3a1 - Basic Skills
NYS CDOS 3a2 - Thinking Skills
NYS CDOS 3a3 - Personal Qualities
NYS CDOS 3a4 - Interpersonal Skills
NYS CDOS 3a5 - Technology
NYS CDOS 3a6 - Managing Information
NYS CDOS 3a7 - Managing Resources
NYS CDOS 3a8 - Systems

NYS CDOS 3b Human and Public Services
- 1 - Ethical/Legal Responsibilities
- 4 - Human Growth and Development
- 5 - Interpersonal Dynamics
- 6 - Safety
- 9 - Wellness

Performance Objectives and Supporting Competencies for A Child Centered Environment

A Child Centered Environment Performance Objective 1

CCE.1 Develop a child centered environment

- CCE.1.1. Define the needs of the child and outline ways the child centered environment can be designed to meet these needs
- CCE.1.2. Synthesize information from current educational theory to formulate a philosophy to guide practice in a child centered environment
- CCE.1.3. Establish program goals for the child centered environment and outline ways the goals influence that environment

G. Guiding Play Experiences (P) *What play activities can preschoolers participate in and how can I design and implement these experiences to enhance preschoolers development?*

Standards Connections

Guiding Play Experiences supports the NYS Family and Consumer Sciences Learning Standards 1 – Personal Health and Fitness, 2 – A Safe and Healthy Environment and 3 – Resource Management; and NYS Career Development and Occupational Studies Standards 1 – Career Development, 3a – Universal Foundation Skills and 3b – Career Majors (Human and Public Services)

Rationale

The purpose of this content topic is to introduce students to the variety of preschool activities that are considered play and to reinforce the importance of play to the overall growth and development of preschoolers. Students will design and implement play experiences that are developmentally appropriate for preschoolers. This content topic will provide opportunities for students to apply communication, leadership, management, and thinking skills to the design of preschool play experiences. This content topic is related to the Approaches to Learning domain of the NYS PreK Learning Standards.

Key Ideas

NYS FACS 1 - Students will have the necessary knowledge and skills to establish and maintain physical fitness, participate in physical activity, and maintain personal health.

NYS FACS 2 - Students will acquire the knowledge and ability necessary to create and maintain a safe and healthy environment.

NYS FACS 3 - Students will understand and be able to manage personal resources of talent, time, energy and money, to make effective decisions in order to balance their obligations to work, family and self. They will know and access community resources.

NYS CDOS 1 - Students will learn about the changing nature of the workplace, the value of work to society, and the connection of work to the achievement of personal goals.

NYS CDOS 3a2 - Thinking Skills
NYS CDOS 3a3 - Personal Qualities
NYS CDOS 3a4 - Interpersonal Skills
NYS CDOS 3a5 - Technology
NYS CDOS 3a7 - Managing Resources

NYS CDOS 3b Human and Public Services
- 2 - Communication
- 4 - Human Growth and Development
- 5 - Interpersonal Dynamics
- 6 - Safety
- 7 - Thinking/Problem Solving
- 9 - Wellness

Performance Objectives and Supporting Competencies for Guiding Play Experiences

H. Guiding Literacy Activities (L) *What is literacy and how can I contribute to the development of literacy in preschoolers?*

Standards Connections

Guiding Literacy Activities supports the NYS Family and Consumer Sciences Learning Standards 2 – A Safe and Healthy Environment and 3 – Resource Management; and NYS Career Development and Occupational Studies Standards 1 – Career Development, 3a – Universal Foundation Skills and 3b – Career Majors (Human and Public Services)

Rationale

The purpose of this content topic is to introduce students to the concept of early literacy and the importance of implementing developmentally appropriate literacy experiences for preschoolers. Students will also understand the role childrenôs literature plays in contributing to early literacy. Students will identify teaching opportunities where literacy can be integrated into other preschool experiences and daily routines. This content topic will provide opportunities for students to apply communication, leadership, management, and thinking skills to the design of preschool literacy experiences. This content topic is related to the Communication, Language, and Literacy domain and the Literature content area in the NYS PreK Learning Standards.

Key Ideas

NYS FACS 2 - Students will acquire the knowledge and ability necessary to create and maintain a safe and healthy environment.

NYS FACS 3 - Students will understand and be able to manage personal resources of talent, time, energy and money, to make effective decisions in order to balance their obligations to work, family and self. They will know and access community resources.

NYS CDOS 1 - Students will learn about the changing nature of the workplace, the value of work to society, and the connection of work to the achievement of personal goals.

NYS CDOS 3a1 - Basic Skills
NYS CDOS 3a2 - Thinking Skills
NYS CDOS 3a5 - Technology
NYS CDOS 3a6 - Managing Information
NYS CDOS 3a7 - Managing Resources
NYS CDOS 3a8 - Systems

NYS CDOS 3b Human and Public Services
2 - Communication
4 - Human Growth and Development
7 - Thinking/Problem Solving

Performance Objectives and Supporting

I. <u>Community Connections and Career Awareness (CCCA)</u> *How can I communicate to preschoolers the importance of community connections and career awareness across the lifespan, and engage them in related experiences?*

Standards Connections

Community Connections and Career Awareness supports the NYS Family and Consumer Sciences Learning Standards 2 – A Safe and Healthy Environment and 3 – Resource Management; and NYS Career Development and Occupational Studies Standards 1 – Career Development, 3a – Universal Foundation Skills and 3b – Career Majors (Human and Public Services)

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Performance Objectives and Supporting Competencies for Community Connections and Career Awareness

Community Connections and Career Awareness Performance Objective 1

CCCA.1 Explain how community connections and career awareness promote the physical, intellectual (cognitive), social, and emotional growth and development of preschoolers

- CCCA.1.1. Access community resources to provide cultural, global, and intergenerational experiences for preschoolers
- CCCA.1.2. Encourage diversity by providing a variety of learning experiences including, but not limited to, cultural foods, traditions, and celebrations
- CCCA.1.3. Model and demonstrate the importance of respect for diversity
- CCCA.1.4. Design and implement classroom experiences for preschoolers that promote a sense of civic responsibility, demonstrate teamwork, leadership, and other career-related skills, and reinforce the value of work
- CCCA.1.5. Access and use technology to enhance community connections and career awareness experiences

Community Connections and Career Awareness Performance Objective 2

CCCA.2 Recognize how variations in the growth and development of preschoolers may impact the design and implementation of community connections and career awareness experiences

- CCCA.2.1. Assess the developmental appropriateness of community connections and career awareness experiences and modify according to individual preschoolerôs needs

J. Guiding

Performance Objectives and Supporting Competencies for Guiding Visual Art Experiences

Guiding Visual Art Experiences Performance Objective 1

A.1 Explain how visual art experiences promote the physical, intellectual (cognitive), social, and emotional growth and development of preschoolers

- A.1.1. Know and use a variety of art media to promote individual expression and creativity
- A.1.2. Provide a variety of art experiences to promote the development of fine (small) motor skills
- A.1.3. Provide a variety of art experiences so preschoolers have the opportunity to learn responsibility, work and share with others, respect the property of others, and value the work and ideas of themselves and others
- A.1.4. Provide a variety of art experiences to promote intellectual development through sensory exploration of a variety of art materials and tools
- A.1.5. Utilize art experiences to provide opportunities for preschoolers to learn important concepts such as color, size, texture, and shape
- A.1.6. Access and use technology to enhance art experiences
- A.1.7. Access various works of art to enhance preschoolersô exposure to and appreciation of the visual arts

Guiding Visual Art Experiences Performance Objective 2

A.2 Recognize how variations in the growth and development of preschoolers may impact the design and implementation of visual art experiences

- A.2.1. Assess the developmental appropriateness of art experiences and modify according to individual preschoolerôs needs

L. Guiding Nutrition, Health, and Wellness Experiences (NHW) *How can I create, model, and guide nutrition and health experiences to promote the overall wellness of preschoolers?*

Standards Connections

Guiding Nutrition, Health, and Wellness Experiences supports the NYS Family and Consumer Sciences Learning Standards 1 – Personal Health and Fitness, 2 – A Safe and Healthy Environment and 3 – Resource Management; and NYS Career Development and Occupational Studies Standards 1 – Career Development, 3a – Universal Foundation Skills and 3b – Career Majors (Human and Public Services)

Rationale

The purpose of this content topic is to have students design, demonstrate, implement, model, and guide appropriate nutrition and health practices that lead preschoolers to lifelong wellness. This content topic will provide opportunities for students to apply communication, leadership, management, and thinking skills to the design of preschool nutrition, health, and wellness experiences. This content topic is related to the Physical Development/Health domain of the NYS PreK Learning Standards.

Key Ideas

NYS FACS 1 - Students will have the necessary knowledge and skills to establish and maintain physical fitness, parW*nBTal fitness, parW*nBTal fitnes

Performance Objectives and Supporting Competencies for Guiding Nutrition, Health, and Wellness Experiences

Guiding Nutrition, Health, and Wellness Experiences Performance Objective 1

NHW.1 Explain how nutrition, health, and wellness experiences promote the physical, intellectual (cognitive), social, and emotional growth and development of preschoolers

- NHW.1.1. Conduct positive food and nutrition experiences for preschoolers that promote safe and healthful eating habits
- NHW.1.2. Provide vigorous physical activities to promote lifelong fitness of preschoolers
- NHW.1.3. Model and guide practices that promote personal hygiene habits of good health for self and others
- NHW.1.4. Access and use technology to enhance nutrition, health, and wellness experiences

Guiding Nutrition, Health, and Wellness Experiences Performance Objective 2

NHW.2 Recognize how variations in the growth and development of preschoolers may impact the design and implementation of nutrition, health, and wellness experiences

- NHW.2.1. Assess the developmental appropriateness of nutrition, health, and wellness experiences and modify according to individual preschoolerôs needs

M. Guiding Science Experiences (S) *How can I design and implement science experiences to inspire preschoolers to be aware of, and involved with, their environment?*

Standards Connections

Guiding Science Experiences supports the NYS Family and Consumer Sciences Learning Standards 2 – A Safe and Healthy Environment and 3 – Resource Management; and NYS Career Development and Occupational Studies Standards 1 – Career Development, 3a – Universal Foundation Skills and 3b – Career Majors (Human and Public Services)

Rationale

The purpose of this content topic is for students to design and implement a variety of learning experiences that provide opportunities for preschoolers to use their senses to learn about the scientific world around them. This content topic will provide opportunities for students to apply communication, leadership, management, and thinking skills to the design of preschool science experiences. This content topic is related to the Science content area in the NYS PreK Learning Standards.

Key Ideas

NYS FACS 2 - Students will acquire the knowledge and ability necessary to create and maintain a safe and healthy environment.

NYS FACS 3 - Students will understand and be able to manage personal resources of talent, time, energy and money, to make effective decisions in order to balance their obligations to work, family and self. They will know and access community resources.

NYS CDOS 1 - Students will learn about the changing nature of the workplace, the value of work to society, and the connection of work to the achievement of personal goals.

NYS CDOS 3a1 - Basic Skills
NYS CDOS 3a2 - Thinking Skills
NYS CDOS 3a3 - Personal Qualities
NYS CDOS 3a4 - Interpersonal Skills
NYS CDOS 3a5 - Technology
NYS CDOS 3a6 - Managing Information
NYS CDOS 3a7 - Managing Resources

NYS CDOS 3b Human and Public Services
- 2 - Communication
- 5 - Interpersonal Dynamics
- 6 - Safety
- 7 - Thinking/Problem Solving
- 8 - Personal Resource Management

Performance Objectives and Supporting Competencies for Guiding Science Experiences

Guiding Science Experiences Performance Objective 1

S.1 Explain how science experiences promote the physical, intellectual (cognitive), social, and emotional growth and development of preschoolers

- S.1.1. Provide science experiences to encourage preschoolers to use their senses for observing, drawing conclusions, classifying objects, exploring, and discovering new things
- S.1.2. Provide experiences at the preschool level and model personal responsibility in relation to environmental trends and issues
- S.1.3. Promote preschoolers interpersonal relationship skills through asking questions and sharing ideas, observations, and feelings
- S.1.4. Offer preschoolers a variety of materials and tools to manipulate in order to improve their motor skills
- S.1.5. Access and use technology to enhance science experiences
- S.1.6. Provide experiences that encourage preschoolers to grow, maintain, or care for living things such as plants and animals

Guiding Science Experiences Performance Objective 2

S.2 Recognize how variations in the growth and development of preschoolers may impact the design and implementation of science experiences

- S.2.1. Assess the developmental appropriateness of science experiences and modify according to individual preschoolerôs needs

N. Guiding Math Experiences (M) *How can I design and implement math experiences to promote the overall development of preschoolers?*

Standards Connections

Guiding Science Experiences supports the NYS Family and Consuan

Performance Objectives and Supporting Competencies for Guiding Math Experiences

Guiding Math Experiences Performance Objective 1

M.1 Explain how math experiences promote the physical,

Performance Objectives and Supporting Competencies for Guidance of Young Children

Guidance of Young Children Performance Objective 1

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P. Guiding Exceptional Children (GEC) *What knowledge and skills do I need in order to enhance the growth and development of the exceptional child?*

Standards Connections

Guiding Exceptional Children supports the NYS Family and Consumer Sciences Learning Standards 2 – A Safe and Healthy Environment and 3 – Resource Management; and NYS Career Development and Occupational Studies Standard 3a – Universal Foundation Skills and 3b – Career Majors (Human and Public Services)

Key Ideas

.81 278.33 377.21 .80 G 52 Communication

NYS FACS 2 - Students will acquire the knowledge and ability necessary to create and maintain a safe and healthy environment.

NYS FACS 3 - Students will understand and be able to manage personal resources of talent, time, energy and money, to make effective decisions in order to balance their obligations to work, family and self. They will know and access community resources.

NYS CDOS 3a1 - Basic Skills
NYS CDOS 3a2 - Thinking Skills
NYS CDOS 3a3 - Personal Qualities
NYS CDOS 3a4 - Interpersonal Skills
NYS CDOS 3a5 - Technology
NYS CDOS 3a6 - Managing Information
NYS CDOS 3a7 - Managing Resources
NYS CDOS 3a8 - Systems

NYS CDOS 3b Human and Public Services
- 1 - Ethical/Legal Responsibilities
- 2 - Communication
- 4 - Human Growth and Development
- 5 - Interpersonal Dynamics

Communication
Performance Objectives and Supporting Competencies for Guiding Exceptional Children

GEC.1.5. Examine advocacy strategies for children and families to use when facing diverse challenges

GEC.1.6. Research how exceptional children are understood and cared for in a

MCO.3.9. Summarize the appropriate support needed to address human life issues that pose challenges to children and their families

MCO.3.10. Identify and evaluate external support systems that provide services for children and families experiencing human life issues and events

MCO.3.11. Identify and implement basic health practices and prevention procedures for workers and children regarding childhood illness and communicable diseases

R. Teacher, Parent, and Community Relationships (TPC) *What approaches do I use to encourage effective family and community involvement in the learning process of young children?*

Standards Connections

Teacher, Parent, and Community Relationships supports the NYS Family and Consumer Sciences Learning Standards 2 – A Safe and Healthy Environment and 3 – Resource Management; and NYS Career Development and Occupational Studies Standard 3a – Universal Foundation Skills and 3b – Career Majors (Human and Public Services)

Rationale

The purpose of this content topic is to help students understand the importance of positive relationships among teachers, parents, and community volunteers to the successful operation of preschools. Students will practice a variety of communication strategies to promote constructive teacher, parent, and community interactions. This content topic will provide opportunities for students to apply communication, leadership, management, and thinking skills to the study of teacher, parent, and community relationships.

Key Ideas

NYS FACS 2 - Students will acquire the knowledge and ability necessary to create and maintain a safe and healthy environment.

NYS FACS 3 - Students will understand and be able to manage personal resources of talent, time, energy and money, to make effective decisions in order to balance their obligations to work, family and self.

TPC.1.3. Describe the value of, and legal process for, recruiting, orienting, and utilizing parent and community volunteers

TPC.1.4. Demonstrate interpersonal skills that promote positive and productive relationships with teacher, parent and community alliances

TPC.1.5. Analyze community-networking opportunities in parent/teacher/community alliances

TPC.1.6. Demonstrate professional and ethical collaborative relationships with colleagues, support teams, participants and families

Teacher, Parent, and Community Relationships Objective 2

EARLY CHILDHOOD EDUCATION
BEST PRACTICES TEMPLATE

NYS LEARNING STANDARDS:

Family and Consumer Sciences
1____
2____
3____

Career Development and Occupational Studies
1____
2____
3a____
3b____

EARLY CHILDHOOD EDUCATION

CONTENT TOPICS:

Introduction ____
Overview of Growth & Dev. ____
Child Assessment ____
Character Development ____
Child Centered Environment _____
Program Planning ____
Guiding Play _____
Guiding Literacy ____
Connections _____
Guiding Art _____
Guiding Music & Movement _____
Guiding Nutrition, Health _____
Guiding Science _____
Guiding Math _____
Guidance of Young Children _____
Guiding Exceptional Children _____
Management of Center _____
Teacher, Parent, Community _____

APPLIED PROCESS SKILLS:

Communication ____
Leadership ____
Management ____
Thinking ____

APPLIED ACADEMICS:

Circle Standard Number(s)

ELA 1 2 3 4
MST 1 2 3 4 5 6 7
Soc St 1 2 3 4 5
The Arts 1 2 3 4
LOTE 1 2

TITLE: _____

CONTENT TOPICS: (Complete all that apply)

Introduction to Early Childhood, Education, and Services (IE)

- Performance Objective IE
  - o

TITLE: _____

GOAL:

STRATEGY:

ASSESSMENT (Attach rubric):

Appendix B
EARLY CHILDHOOD EDUCATION
PERFORMANCE OBJECTIVES AND SUPPORTING COMPETENCIES

A. Introduction to Early Childhood, Education, and Services (IE)

IE.1 List and describe the various types of early childhood, education, and services available to parents and their children

- IE.1.1. Identify unique characteristics of the various types of early childhood, education, and services available to parents and their children
- IE.1.2. Identify the criteria used to assess quality early childhood, education, and services available to parents and their children
- IE.1.3. Assess needs families have for early childhood, education, and services available to parents and their children
- IE.1.4. Determine the advantages and disadvantages of each type of program based on the criteria and assessed needs of individual families

IE.2 Investigate how early childhood, education, and services are influenced by current and historical cultural perspectives

- IE.2.1. Determine the impact of societal, economic, and political forces on early childhood, education, and services
- IE.2.2. Identify important historical perspectives that have influenced early childhood, education, and services
- IE.2.3. Examine leading theories and their implications for educational and child care practices
- IE.2.4. Examine the relative merits of opposing points of view regarding leading theories of educational and child care practices
- IE.2.5. Assess common practices and emerging research about educational and child care practices
- IE.2.6. Analyze the impact of current issues and technological advances have on early childhood, education, and services

IE.3 Analyze career paths within early childhood, education and related services

- IE.3.1. Identify careers in the field of early childhood, education, and services
- IE.3.2. Determine roles and functions of careers in early childhood, education, and services
- IE.3.3. Determine how interest in early childhood, education, and services may lead to pursuit of a variety of entry level, paraprofessional and professional careers
- IE.3.4. Explore opportunities for employment and entrepreneurial endeavors in the field of early childhood, education, and services
- IE.3.5. Examine education and training requirements for career paths in the field of early childhood, education, and services
- IE.3.6. Examine the skills necessary for success in the field of early childhood, education, and services
- IE.3.7. Examine the impact of careers in the field of early childhood, education, and services on local, state, national, and global economies

IE.4 Assess personal suitability to career characteristics in early childhood, education, and related services

- IE.4.1. Evaluate personal characteristics related to employability
- IE.4.2. Examine personal characteristics relevant to careers in the field of early childhood, education, and services
- IE.4.3. Match personal characteristics to suitable career choice(s)
- IE.4.4. Consider the impact of career choice on oneôs lifestyle and identify careers compatible with own lifestyle preference

IE.5 Demonstrate the skills necessary to obtain employment in early childhood, education, and related services

- IE.5.1. Create an employment portfolio for use when applying for work-based learning opportunities and entry-level positions in early childhood, education, and related services
- IE.5.2. Demonstrate appropriate interviewing skills
- IE.5.3. Identify and model employability skills needed to obtain and retain employment
- IE.5.4. Analyze the role of, and benefits of membership in, professional organizations in early childhood, education, and related services

B. Overview of Growth and Development of Preschoolers (OP)

OP.1 Summarize the principles of growth and development of preschoolers

- OP.1.1. Identify the characteristics and interrelationship among the physical, intellectual (cognitive), social, and emotional development of preschoolers
- OP.1.2. Identify developmental milestones that typically occur during the preschool years
- OP.1.3. Identify typical variations in the development of preschoolers
- OP.1.4. Describe benchmark warnings that may indicate developmental delays during the preschool years and when to access additional support systems
- OP.1.5. Identify the internal, external, informal, and formal support systems available to meet the diverse needs of preschool children

C. Observation and Recording: Child Assessment (OR)

OR.1 Analyze the role of observation and assessment in optimizing the growth and development of children

- OR.1.1. Explain the importance and purpose of observation and assessment in promoting the growth and development of children
- OR.1.2. Identify current valid and reliable methods of observation and explain the purpose of each

OR.2 Describe the scientific research method used in the collection of data pertinent to child development

- OR.2.1. Examine the components of the scientific research method
- OR.2.2. Explain specific guidelines to follow when observing children
- OR.2.3. Describe a variety of appropriate observation techniques
- OR.2.4. Identify appropriate observation techniques to employ in given situations in order to make necessary assessments

OR.3 Utilize a variety of assessment methods to collect information about the individual child's growth and development

OR.3.1. Analyze a childôs strengths, needs, preferences, and interests through formal and informal observation practices

OR.3.2. Compare subjective and objective observation statements and interpretations

OR.3.3. Maintain accurate and confidential documentation of observations and assessments

OR.3.4. Apply rules, regulations, and work site confidentiality policies that protect the employer, employee, participant, and family rights to anonymity

OR.4 Use observational data to document and promote child growth and development

OR.4.1. Interpret and analyze the data collected in order to draw conclusions and make predictions about development

OR.4.2. Consider cultural and environmental influences, and individual differences when assessing childrenôs development

OR.4.3. Present information, ideas, and results of work using any [illegible]

CCE.2 Organize developmentally appropriate spaces that promote physical, intellectual (cognitive), social, and emotional support programs goals

- CCE.2.1. Identify the components of the physical indoor and outdoor spaces of the child centered environment
- CCE.2.2. Analyze state and federal policies and laws for the oversight of the child centered environment
- CCE.2.3. Arrange the activity areas and learning centers to provide for childrenôs exploration, discovery and development
- CCE.2.4. Identify the criteria and selection of developmentally appropriate toys and equipment
- CCE.2.5. Formulate a list of necessary materials for daily operations of each activity area and learning center

G. Guiding Play Experiences (P)

P.1 Explain how play experiences promote the physical, intellectual (cognitive), social, and emotional growth and development of preschoolers

P.1.1. Provide opportunities for preschoolers to gain insight into getting along with others and the importance of relationships

P.1.2. Provide opportunities to foster creativity and imagination, expand language, discover new concepts, and experiment with problem solving and decision making

P.1.3. Observe how play encourages preschoolers to express emotions

P.1.4. Promote development through the actions of play activities including, but not limited to, puppetry, dramatic play, and socio-dramatic play

P.1.5. Access and use technology to enhance socio-dramatic play experiences

P.2 Recognize how variations in the growth and development of preschoolers may impact the design and implementation of play experiences

P.2.1. Assess the developmental appropriateness of play experiences and modify according to individual preschoolersô needs

H. Guiding Literacy Activities (L)

L.1 Demonstrate how experiences with children's literature during the preschool years contribute to the development of early literacy

L.1.1. Recognize that literacy refers to the ability to read and write, to understand the subtleties of language, to think and reason clearly, and to communicate effectively with others

L.1.2. Use reading aloud, storytelling, poetry, the printed word, computers, and dramatic play to enhance components of literacy including but not

CCCA.1.5. Access and use technology to enhance community connections and career awareness experiences

CCCA.2 Recognize how variations in the growth and development of preschoolers may impact the design and implementation of community connections and career awareness experiences

CCCA.2.1. Assess the developmental appropriateness of community connections and career awareness experiences and modify according to individual preschooler's needs

J. Guiding Visual Art Experiences (A)

A.1 Explain how visual art experiences promote the physical, intellectual (cognitive), social, and emotional growth and development of preschoolers

A.1.1. Know and use a variety of art media to promote individual expression and creativity

A.1.2. Provide a variety of art experiences to promote the development of fine (small) motor skills

A.1.3. Provide a variety of art experiences so preschoolers have the opportunity to learn responsibility, work and share with others, respect the property of others, and value the work and ideas of themselves and others

A.1.4. Provide a variety of art experiences to promote intellectual development through sensory explorati

MM.2 Recognize how variations in the growth and development of preschoolers may impact the design and implementation of music and movement experiences

MM.2.1. Assess the developmental appropriateness of music and movement and modify according to individual preschoolerôs needs

L. Guiding Nutrition, Health, and Wellness Experiences (NHW)

NHW.1 Explain how nutrition, health, and wellness experiences promote the physical, intellectual (cognitive), social, and emotional growth and development of preschoolers

NHW.1.1. Conduct positive food and nutrition experiences for preschoolers that promote safe and healthful eating habits

NHW.1.2. Provide vigorous physical activities to promote lifelong fitness of preschoolers

NHW.1.3. Model and guide practices that promote personal hygiene habits of good health for self and othersthers

M.1.1.

GEC.1.2. Identify examples of exceptional children that include but are not limited to children with disabilities and gifted children
GEC.1.3. Examine legal and developmentally appropriate practices to optimize growth and development of exceptional children
GEC.1.4. Explain current approaches to education for exceptional children
GEC.1.5. Examine advocacy strategies for children and families to use when facing diverse challenges
GEC.1.6. Research how exceptional children are understood and cared for in a variety of cultures
GEC.1.7. Discriminate between situations where exceptional children can benefit from modifications in care by families and those situations that require professional assistance
GEC.1.8. Identify and evaluate external support systems that provide services for exceptional children
GEC.1.9. Describe the role of the center worker in the development of a childôs Individualized Family Service Plan and Individualized Education Plan

Q. Management of Center Operations (MC)

MCO.1 Examine the standards, policies, regulations, and laws for establishing early childhood, education, and service centers

MCO.1.1. Analyze state, federal, and local standards, policies, regulations, and laws for the oversight of approved early childhood, education, and service centers
MCO.1.2. Demonstrate management of financial resources to meet the goals of early childhood, education, and service centers
MCO.1.3. Summarize the education and training requirements for a variety of workers in early childhood, education, and service centers

MCO.2 Demonstrate professional practices and standards related to early childhood, education, and service centers

MCO.2.1. Utilize opportunities for continuing training and education
MCO.2.2. Apply professional ethical standards as accepted by the recognized professional organizations
MCO.2.3. Implement federal, state, and local standards, policies, regulations, and laws that affect children, families, and centers
MCO.2.4. Demonstrate enthusiasm, initiative, and commitment to center goals and improvements
MCO.

MCO.3 Demonstrate a safe and healthy learning environment for children

- MCO.3.1. Manage physical space to maintain a learning environment that is safe and healthy and encourages physical activity
- MCO.3.2. Apply safe and healthy practices that comply with state regulations
- MCO.3.3. Implement strategies to teach children health, safety, and sanitation habits
- MCO.3.4. Describe the importance of emergency preparedness and an emergency action plan
- MCO.3.5. Explain procedures related to recognition of and response to safety and emergency situations
- MCO.3.6. Plan safe and healthy meals and snacks
- MCO.3.7. Recognize symptoms of child abuse and neglect and use appropriate procedures to report suspected abuse or neglect to the designated authorities
- MCO.3.8. Identify human life issues and events that create crisis and pose challenges to children and their families
- MCO.3.9. Summarize the appropriate support needed to address human life issues that pose challenges to children and their families
- MCO.3.10. Identify and evaluate external support systems that provide services for children and families experiencing human life issues and events
- MCO.3.11. Identify and implement basic health practices and prevention procedures for workers and children regarding childhood illness and communicable diseases

R. Teacher, Parent, and Community Relationships Performance Objective 1

TPC.1 State the importance of teacher, parent, and community invol

TPC.2.5.	Demonstrate respect for diversity with sensitivity to anti-bias, gender, equity, age, culture, and ethnicity in communications with teacher, parent and community alliances
TPC.2.6.	Respect the language of English language learners, and list community services available to non-English speaking children and families
TPC.2.7.	Collect, organize, analyze, and graphically present information using the most appropriate tools
TPC.2.8.	Analyze childrenôs developmental progress and summarize developmental issues and concerns to parent or guardian
TPC.2.9.	Create examples of a variety of effective teacher-parent communications, including but not limited to letters, web pages, e-mail, newsletters, conferences and meetings
TPC.2.10.	Maintain accurate and confidential documentation to be shared in a timely manner to appropriate audiences

Performance Objectives and Supporting Competencies for Communication Skills

Communication Skills Performance Objective 1

C.1 Demonstrate communication skills that contribute to positive relationships.

Communication Skills Objective 1 Supporting Competencies

C.1.1 Examine the roles and functions of communications in family, school, work, and community settings.

C.1.2 Examine communication styles and their effects on relationships.

C.1.3 Describe types of communication and characteristics of effective communication.

- Verbal
- Nonverbal

C.1.4 Demonstrate verbal and nonverbal behaviors and attitudes that contribute to effective communication.

C.1.5 Distinguish between hearing and listening.

C.1.6

B. **<u>Leadership Skills (L)</u>** *How can I develop lifelong leadership skills to address important personal, family, school, work, and communityrt*

(Personal Qualities) Students will develop competence in self-management and the ability to plan, organize, and take independent action.

(Interpersonal Skills) Students will develop positive interpersonal qualities leading to team work and cooperation in large and small groups in family, social, and work situations.

(Managing Information) Students will access and use information obtained from other people, community resources, and computer networks.

(Managing Resources) Students will use resources to successfully carry out a planned activity.

Perform

C. <u>Management Skills (M)</u> *How can I develop effective management skills in order to achieve goals for self, family, school, work, and community?*

Standards Connections

Management Skills support the NYS Family and Consumer Sciences Learning Standards 2 – A Safe and Healthy Environment, 3 – Resource Management and NYS Career Development and Occupational Studies Learning Standards 1 – Career Development, 2 – Integrated Learning, and 3a – Universal Foundation Skills.

(Interpersonal Skills) Students will develop positive interpersonal qualities leading to team work and cooperation in large and small groups in family, social, and work situations.

(Managing Information) Students will access and use information obtained from other people, community resources, and computer networks.

(Managing Resources) Students will use resources to successfully carry out a planned activity.

Performance Objectives and Supporting Competencies for Management Skills

Management Skills Performance Objective 1

M.1 Explain the importance of effective management of resources in a variety of relevant life situations.

Management Skills Objective 1 Supporting Competencies

M.1.1 Explain *management* as it relates to personal, family, and work life.
M.1.2 Compare ways in which different people make different choices in the same situation.

Management Skills Performance Objective 2

M.2 Explain how decision making, problem solving, and goal setting assist with management of resources (i.e. time, money, energy).

Management Skills Objective 2 Supporting Competencies

M.2.1 Explain the interrelatedness of the decision-

Management Skills Performance Objective 4

M.4 Identify human, economic, and environmental resources that are available and appropriate to use in decision making, problem solving and goal setting.

Management Skills Objective 4 Supporting Competencies

M.4.1 Define *resources*
M.4.2 Classify human, economic, and environmental resources.
M.4.3 Identify human, economic, and environmental resources that are limited and/or expendable, and select those that are available and appropriate to the relevant life situation.
M.4.4 Describe several ways to substitute or increase resources by combining them.
M.4.5 Give examples and demonstrate how resources have credibility, change over the lifespan, and are influenced by changing needs and goals and availability.
M.4.6 Determine individual and family responsibility in relation to the environmental trends and issues.
M.4.7 Examine behaviors that conserve, reuse, and recycle resources to maintain the environment.

Management Skills Performance Objective 5

M.5 Apply the decision-making process in a logical, sequential manner to relevant life situations involving a choice.

Management Skills Objective 5 Supporting Competencies

M.5.1 Define *decision making.*
M.5.2 State sequentially the basic steps in the decision-making process.
M.5.3 Apply the steps sequentially to make a decision.
M.5.4 Apply the decision-making process in family, school, work, and community settings.

Management Skills Performance Objective 6

Management Skills Objective 7 Supporting Competencies

M.7.2

M.7.1 Define *goal.*
M.7.2 Distinguish between long-term and short-term goals.
M.7.3 State sequentially the basic steps in the goal-setting process.
M.7.4 Apply the steps sequentially to achieve a goal.
M.7.5 Apply the goal-setting process to set goals in family, school, work, and community settings.

Management Skills Performance Objective 8

M.8 Demonstrate management of individual and family resources, including food, clothing, shelter, money, timec7 0 1 93.62lQq0 912 0 612 792 reW*nBT/F1 12 Tf1 0 0 1 245.57 640.42 Tm0 g0 0

community settings.

D. Thinking Skills (T) *How can I apply effective critical and creative thinking skills to increase the probability of desired outcomes at home, school, work, and community settings?*

Standards Connections

Thinking Skills support the NYS Family and Consumer Sciences Learning Standards 1 – Personal Health and Fitness, 2 – A Safe and Healthy Environment, 3 – Resource Management and NYS Career Development and Occupational Studies Standards 1 – Career Development, 2 – Integrated Learning, and 3a – Universal Foundation Skills.

Rationale

Thinking process skills encompass complex, multifaceted activities of the mind. These skills lead to problem solving, experimenting, and focused observation, and allow the application of knowledge to new and unfamiliar situations (New York State Learning Standards for Career Development and Occupational Studies). Home and Career Skills classes provide students with opportunities to apply thinking strategies that are purposeful, reasonable, and goal-directed so that they may increase the probability of achieving desirable outcomes.

Two major types of thinking skills are critical thinking and creative thinking. Critical thinking emphasizes examination and critique of information in order to gain insight into meanings

Performance Objectives and Supporting Competencies for Thinking Skills

Thinking Skills Performance Objective 1

T.1 Demonstrate creative and critical thinking skills in family, school, work, and/or community settings.

Thinking Skills Objective 1 Supporting Competencies

T.1.1 Examine the roles and functions of creative and critical thinking skills in family, school, work, and community settings.
T.1.2 Describe creative thinking skills.
T.1.3 Describe critical thinking skills.
T.1.4 Demonstrate creative and/or critical thinking skills to accomplish a task.