Early Childhood Education 2
Academic Standards Resource
Course Code: 5701

Early Childhood Education 2 is designed to provide students with hands-on opportunities to actively explore and observe the world of children and prepare them for educational and administrative careers in the field. This course provides an in-depth study of developmentally appropriate practices, safe and healthy environments, curriculum and instructional models, collaborative relationships, career pathways, and professionalism.

This course is aligned with Dual Enrollment Creative Experiences (ECD 132), Dual Enrollment Methods and Materials (ECD 207), or Dual Enrollment Health, Safety and Nutrition (ECD 135) or may be articulated. Integration of the intracurricular Career and Technical Student Organization (CTSO) Family and Consumer Sciences student organization, Family Careers, and Community Leaders of America (FCCLA) standards provide opportunities for students to develop leadership skills and demonstrate technical skills.

Credit	1 unit
Recommended Grades	9 - 12
Class Size	24
Prerequisite	Early Childhood Education 1
National Certification(s)	First Aid/CPR, ServSafe® Food Handler

National Standard Alignment
National Association of the Education of Young Children (NAEYC)

Instructional Material Information
Comprehensive Listing of State Adopted Instructional Materials for Middle and High Schools

Dual Credit for CTE Completer Status (Memorandum Of Agreement needed)
Dual Enrollment Creative Experiences (ECD 132), Dual Enrollment Methods and Materials (ECD 207) or Dual Enrollment Health, Safety and Nutrition (ECD 135)

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Employment Opportunities

Less than a Baccalaureate Degree:

ABA therapist, child care provider, early childhood assistant, elementary assistant, group care provider, and assistant, Head Start assistant teacher nanny, special education assistant

Advanced Training/Baccalaureate Degree:

ABA therapist, child development specialist, child welfare specialist, child care administrator, early intervention specialist, family coordinator, Head Start lead teacher, parent educator, preschool teacher, activities directors, case manager, youth services coordinator

Advanced Degree:

ABA therapist, child life specialist, child care licensing specialist, child psychologist, child therapist, college/university faculty, family life educator, family preservation specialist, guidance counselors, speech therapists, therapeutic behavior specialist

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Standards Revision Committee

Secondary Representatives
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Cyber Academy of South Carolina

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G. Frank Russell Technology Center

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21st Century Skills Checklist
21st Century Skills are integrated throughout the course content.

Academic Alignment Key

ELA – English Language Arts	ES – Earth Science
EA – Elementary Algebra	ECON – Economics and Personal Finance
G – Geometry	HG – Human Geography
PC - Pre-Calculus	USHC – United States History and Constitution
PS – Probability and Statistics	USG – United States Government
B - Biology	P - Physics

ISTE – International Society for Technology in Education

Standards and Indicators Information

The ECE 2 standards integrate the Depth of Knowledge (DOK) tenets to lead to demanding cognition and high expectations in instruction and assessment. The indicators follow the Five E Instructional Model, a five-stage teaching sequence that helps students build their own understanding and new ideas.

Five E Instructional Model

Engage is designed to pique student interest and get them personally involved in the instruction, and adding a mechanism to pre-assess prior knowledge.

Explore gets students involved in the topic and provides an opportunity to build their understanding.

Explain involves opportunities to communicate and describe what is learned at different intervals of the instruction.

Elaborate allows students to use their new knowledge and go beyond to explore implications of the new knowledge**.**

Evaluate is an opportunity to determine how much learning and understanding has taken place for the students and the teachers**.**

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Students will demonstrate 21ST Century Workplace Readiness Skills.

Personal Qualities and Abilities

1. **Creativity and Innovation**: Employs originality, inventiveness, and resourcefulness in the workplace
2. **Critical Thinking and Problem-Solving**: Uses sound reasoning to analyze problems, evaluate potential solutions, and implement effective courses of action
3. **Initiative and Self-Direction**: Independently looks for ways to improve the workplace and accomplish tasks
4. **Integrity**: Complies with laws, procedures, and workplace policies; demonstrates honesty, fairness, and respect
5. **Work Ethic**: Consistently works to the best of one's ability and is diligent, dependable, and accountable for one's actions

Interpersonal Skills

6. **Conflict Resolution**: Negotiates diplomatic solutions to interpersonal and workplace issues
7. **Listening and Speaking**: Listens attentively and asks questions to clarify meaning; articulates ideas clearly in a manner appropriate for the setting and audience
8. **Respect for Diversity**: Values individual differences and works collaboratively with people of diverse backgrounds, viewpoints, and experiences
9. **Customer Service Orientation**: Anticipates and addresses the needs of customers and coworkers, providing thoughtful, courteous, and knowledgeable service
10. **Teamwork:** Shares responsibility for collaborative work and respects the thoughts, opinions, and contributions of other team members

Professional Competencies

11. **Big Picture Thinking**: Understands one's role in fulfilling the mission of the workplace and considers the social, economic, and environmental impacts of one's actions
12. **Career and Life Management**: Plans, implements, and manages personal and professional development goals related to education, career, finances, and health
13. **Continuous Learning and Adaptability**: Accepts constructive feedback well and is open to new ideas and ways of doing things; continuously develops professional skills and knowledge to adjust to changing job requirements
14. **Efficiency and Productivity**: Plans, prioritizes, and adapts work goals to manage time and resources effectively

Professional Competencies (cont.)

15. **Information Literacy**: Locates information efficiently, evaluates the credibility and relevance of sources and facts, and uses information effectively to accomplish work-related tasks
16. **Information Security**: Understands basic Internet and email safety and follows workplace protocols to maintain the security of information, computers, networks, and facilities
17. **Information Technology:** Maintains a working knowledge of devices, resources, hardware, software, systems, services, applications, and IT conventions
18. **Job-Specific Tools and Technologies**: Knows how to select and safely use industry-specific technologies, tools, and machines to complete job tasks effectively
19. **Mathematics**: Applies mathematical skills to complete tasks as necessary
20. **Professionalism:** Meets organizational expectations regarding work schedule, behavior, appearance, and communication
21. **Reading and Writing**: Reads and interprets workplace documents and writes effectively
22. **Workplace Safety**: Maintains a safe work environment by adhering to safety guidelines and identifying risks to self and others

Workplace Readiness Skills for the Commonwealth was developed by the Virginia Department of Education's Office of Career, Technical, and Adult Education, in cooperation with the University of Virginia's Weldon Cooper Center for Public Service, the Career and Technical Education Consortium of States and Virginia's CTE Resource Center.

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A. Developmentally Appropriate Practices

A1. Apply child development theories and effective strategies that consider the cultural, gender, ethnicity, and global needs of children in early care and education.

1. **Engage:** Analyze child development theories and their implications for education and childcare.
2. **Explore:** Plan activities aligned with child development theories and their implications for education and childcare.
3. **Explain:** Implement effective strategies that accommodate the diverse needs of all children.
4. **Extend:** Select a variety of appropriate assessment tools to interpret children's progress.
5. **Evaluate**: Monitor progress of developmentally appropriate practices in a variety of settings.

B. Safe and Healthy Environments

B1. Implement strategies to ensure safe, sanitary, and healthy practices.

1. **Engage:** Demonstrate safe, hygienic, and healthy practices.
2. **Explore:** Explain symptoms and treatments of childhood illnesses/diseases.
3. **Explain:** Report signs and symptoms of child abuse and neglect.
4. **Extend:** Develop practices that improve overall well-being (physical, social, emotional, language, and cognitive).
5. **Evaluate:** Implement safe practices/responses in different childcare environments.

C. Curriculum

C1. Evaluate a variety of curriculum and instructional models.

1. **Engage:** Structure the physical environment to reflect the goals of the curriculum.
2. **Explore:** Create developmentally appropriate lessons.
3. **Explain:** Describe learning activities in all curriculum areas that meet the developmental needs of diverse learners.
4. **Extend:** Implement an integrated curriculum that accommodates the needs of all children.
5. **Evaluate**: Evaluate developmentally appropriate teaching methods.

D. Collaborative Relationships

D1. Implement a variety of techniques that foster positive collaborative relationships.

1. **Engage**: Assess interpersonal skills that promote positive and productive relationships with a diverse population of children and families.
2. **Explore:** Demonstrate a variety of communication techniques with children, families, colleagues, and communities.
3. **Explain**: Give examples of ways families can be actively involved with the development of their children.
4. **Extend:** Justify appropriate and ethical behaviors among colleagues that promote positive relationships.
5. **Evaluate:** Develop a plan to establish community partnerships.

E. Career Pathways and Professionalism

E1. Implement professional standards and practices that lead to opportunities in early childhood career paths.

1. **Engage:** Evaluate personal skills that lead to an identified career pathway.
2. **Explore:** Analyze characteristics of early childhood professionals.
3. **Explain:** Differentiate the roles and responsibilities in various early childhood careers.
4. **Extend:** Determine requirements for a variety of careers in the field of early childhood.
5. **Evaluate:** Assess professional development and advocacy opportunities.