



Early Childhood Education IB

EXAM INFORMATION

Items

58

Points

70

Prerequisites

CHILD DEVELOPMENT

EARLY CHILDHOOD EDUCATION IA

Grade Level

10-12

Course Length

ONE SEMESTER

Career Cluster

EDUCATION AND TRAINING

Performance Standards

INCLUDED

Certificate Available

YES

DESCRIPTION

This semester course provides students an opportunity to work with children in a professional lab setting. Including: demonstrating employment skills required to work with children, maintaining a healthy environment for children, implementing developmentally appropriate practices in a lab setting, developing and implementing curriculum and developing positive relationships with children. On-site lab experiences will be a major component of the course. This course will strengthen comprehension of concepts and standards outlined in Science, Technology, Engineering and Math (STEM) education. Student leadership and competitive events may be integrated into this course. Previous completion of Child Development and the Early Childhood Education I-A Curriculum courses are REQUIRED prerequisites.

EXAM BLUEPRINT

STANDARD	PERCENTAGE OF EXAM
1- Developmentally Appropriate Practices	32%
2- Age Appropriate Curriculum	24%
3- Healthy Environment	19%
4- Childhood Programs & Licensing	15%
5- Employment Skills	10%



STANDARD 1

STUDENTS WILL IDENTIFY AND/OR DEMONSTRATE DEVELOPMENTALLY APPROPRIATE PRACTICES (DAP)

- Objective 1** Identify and/or demonstrate DAP activities for young children.
1. Define DAP (Characteristics: age and individual appropriateness, hands-on, concrete, real, relevant, uses all areas of development, multicultural, non-sexist).
 2. Types of learning and play: child-directed, teacher-directed, child-initiated.
 3. Active vs. passive learning.
 4. Effective transitions.
 5. DAP materials and activities for specific ages and areas of development (cognitive, social, emotional, moral, and physical [gross and fine motor]).
 6. Positive questioning techniques (open-ended questions).
- Objective 2** Identify and/or demonstrate positive guidance techniques for preschoolers.
1. Review common reasons for misbehavior (normal behavior, natural curiosity, don't know better, to get attention, for power, revenge, feeling inadequate and need to feel they belong).
 2. Positive guidance: natural consequences, logical consequences, positive statements, redirection, limited choices, time out, positive reinforcement, modeling, child-directed and problem-solving.
 3. Identify and/or demonstrate the ability to maintain control in a large and small group setting.
- Objective 3** Incorporate observation techniques and guidelines while studying children and develop strategies to meet their needs.
1. Purpose of observing children (formal & informal assessments, curriculum planning, children's developmental stages).
 2. Objective/factual statements vs. subjective/interpretative statements.
- Objective 4** Identify and/or implement appropriate environmental space arrangement.
1. Physical characteristics in a classroom (floor coverings, permanent fixtures, storage for materials, color and children's display and personal storage, child-size furniture).
 2. Space arrangements (quiet, active, wet, dry, centers, group and individual space).

Standard 1 Performance Evaluation included below (Optional)

STANDARD 2

STUDENTS WILL DEVELOP AND/OR IMPLEMENT AGE APPROPRIATE CURRICULUM FOR YOUNG CHILDREN

- Objective 1** Identify components of curriculum planning.
1. Identify and/or demonstrate the responsibilities of the lead and support teacher.
 2. Understand calendaring, daily scheduling, routines, learning centers, and group time.
 3. Components of a lesson plan: theme, objectives, concepts, procedures, and transitions.
- Objective 2** Create DAP learning experiences for preschoolers.
1. Language/literacy activities (fingerplays, stories, show and tell).
 2. Math activities (sequencing, sorting, classification, matching, seriation, manipulatives).



3. Creative arts activities (Four stages of art: 1) scribbling, 2) pre-schematic, 3) schematic, 4) realism).
4. Science and sensory activities.
5. Music and movement activities.
6. Social and emotional activities.
7. Dramatic play.
8. Food experiences.
9. Free play.

Standard 2 Performance Evaluation included below (Optional)

STANDARD 3

STUDENTS WILL IDENTIFY AND/OR DEMONSTRATE HOW TO MAINTAIN A HEALTHY ENVIRONMENT FOR YOUNG CHILDREN

Objective 1 Identify and/or demonstrate how to maintain a secure and healthy environment for young children.

1. Safety guidelines
2. Health and wellness (childhood illnesses, communicable diseases and basic first-aid: poisoning, cuts, bumps and bruises, and choking).
3. Emergency procedures (fire, earthquake and intruders).
4. Sanitation and hand-washing (20 seconds, upon arrival, before and after snack, prior to sensory, after restroom use.)
5. Identifying and reporting procedures for abuse and neglect.

Objective 2 Describe the factors to consider in meeting the nutritional needs of young children

1. Healthy snacks and meals.
2. Food safety (allergies, use of gloves, follow food handling guidelines).

Standard 3 Performance Evaluation included below (Optional)

STANDARD 4

STUDENTS WILL EVALUATE THE QUALITY OF VARIOUS EARLY CHILDHOOD PROGRAMS AND REVIEW APPLICABLE LICENSING RULES

Objective 1 Classify the types of childcare programs by category.

1. Categories of child care: custodial, developmental, and comprehensive child care.
2. Pros, cons, and flexibility associated with various types of child care (hourly, Montessori, head start, preschool, on-site, home care, and day care centers and laboratory schools).

Objective 2 Identify current childcare licensing rules.

1. Qualifications for directors, caregivers, and assistant caregivers.
2. Licensing rules (confidentiality issues, proof of immunizations)



STANDARD 5

STUDENTS WILL IDENTIFY AND/OR DEMONSTRATE EMPLOYMENT SKILLS NEEDED TO WORK WITH YOUNG CHILDREN

- Objective 1 Identify and/or demonstrate positive employment characteristics (punctuality, team-work, problem solving, dependability, respect).
- I. Identify components of a resume.
- Objective 2 Identify and/or demonstrate effective communication skills (children, staff, parents, and employers).
- Objective 3 Identify the requirements and advantages for obtaining the Child Development Associate (CDA) credential.



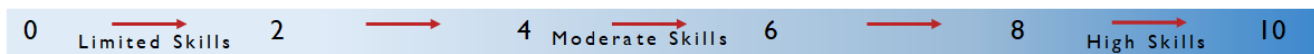
Early Childhood Education IB Performance Standards (Optional)

Performance assessments may be completed and evaluated at any time during the course. The following performance skills are to be used in connection with the associated standards and exam. To pass the performance standard the student must attain a performance standard average of **8 or higher** on the rating scale. Students may be encouraged to repeat the objectives until they average **8 or higher**.

Students Name _____

Class _____

PERFORMANCE RATING SCALE



STANDARD 1 Developmentally Appropriate Practices

Score:

- Develop and implement developmentally appropriate lesson plans:
 - Themes
 - Objectives
 - Concepts
 - Procedures
 - Transitions
- Develop and implement a developmentally appropriate language/literacy activity.
 - Finger plays
 - Stories
 - Show and tell
- Develop and implement a developmentally appropriate math activity.
 - Sequencing
 - Sorting
 - Classification
 - Matching
 - Seriation
- Develop and implement a developmentally appropriate creative art activity.
- Develop and implement a developmentally appropriate science/sensory activity.
- Develop and implement a developmentally appropriate music and movement activity.
- Develop and implement a developmentally appropriate activity that builds social/emotional skills and improves self-concept.

STANDARD 2 Age Appropriate Curriculum

Score:

- Identify preschool problem behavior and evaluate appropriate management solutions.
- Teach in a large and a small group setting.

STANDARD 3 Healthy Environment

Score:

- Practice appropriate sanitation techniques.

PERFORMANCE STANDARD AVERAGE SCORE: