



# Early Childhood Education I

## **EXAM INFORMATION**

---

**Items**

62

**Points**

79

**Prerequisites**

CHILD DEVELOPMENT

**Grade Level**

10-12

**Course Length**

ONE YEAR

**Career Cluster**

EDUCATION AND TRAINING

**Performance Standards**

INCLUDED

**Certificate Available**

YES

## **DESCRIPTION**

---

This yearlong course prepares individuals for child related careers through personal interaction with children. Instruction is given in developing positive relationships with and learning experiences for children, childcare policies and management, guidance techniques, and health and safety concerns. On-site preschool and/or child care experiences will be a major component of the course. Previous completion of the Child Development course is REQUIRED. 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.

## **EXAM BLUEPRINT**

---

STANDARD	PERCENTAGE OF EXAM
1- Developmentally Appropriate Practices	32%
2- Age Appropriate Curriculum	23%
3- Healthy Environment	23%
4- Childhood Programs & Licensing	13%
5- Employment Skills	9%



## 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 4 Performance Evaluation included below (Optional)



## **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.

Standard 5 Performance Evaluation included below (Optional)



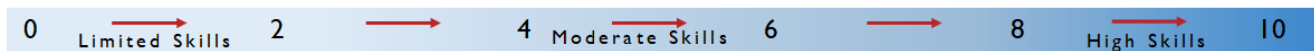
## Early Childhood Education I Performance Standards (Optional)

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:

- Identify problem behavior and demonstrate appropriate learning environment.
- Draft or evaluate a developmentally appropriate learning environment.
- 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:

- Teach in a large and a small group setting.

#### STANDARD 3 Healthy Environment

Score:

- Practice appropriate sanitation techniques.



**STANDARD 4 Childhood Programs & Licensing**

**Score:**

- Identify 10 state licensing standards for early childhood education.
- Compare the types of early childhood education programs.

**STANDARD 5 Employment Skills**

**Score:**

- Create or update a personal resume.

**PERFORMANCE STANDARD AVERAGE SCORE:**