

## EARLY CHILDHOOD PROFESSIONS I

By definition innovative courses are locally developed and should represent local needs and circumstances. The following information represents portions of an approved application for Early Childhood Professions I, which may be helpful to other districts choosing to submit an approval request.

### A. Description of the course and its essential knowledge and skills

1. This occupationally specific course is the first year of the tech-prep Early Childhood Professions instructional arrangement. Content of this career education and training program includes an introduction to theories and practices in early childhood care and education; professionalism; child growth, development, and learning; guidance and group management; curriculum development and implementation; and family and community relations. Other topics address safety, health, nutrition, and program management. Students are provided opportunities to interact with children in a variety of settings such as pre-kindergarten and kindergarten classes in elementary schools, licensed child care facilities, and child development centers in schools or postsecondary institutions.

Recommended prerequisites/coherent sequence of courses: Preparation for Parenting; Child Development

Grade Level: 11-12

2. Essential knowledge and skills -- See essential knowledge and skills on attached pages.

### B. Rationale and justification for the request in terms of student need

This section should be locally developed. The justification should be based on local circumstances. It would be well to reference the fact that Early Childhood Professions I is a course that through a tech-prep agreement qualifies for articulated credit at many postsecondary institutions.

### C. Description of activities, major resources, and materials to be used

This section should be locally developed. It would be well to reference use of curriculum materials from The Curriculum Center for Family and Consumer Sciences located at Texas Tech University, which contain guidelines for instruction and teaching activities for this course.

### D. Methods of evaluating student outcomes

This section should be locally developed.

### E. Qualifications of the teacher

Certified to teach Vocational Home Economics Education/Family and Consumer Sciences Education  
The teacher should meet the requirements for teaching occupational family and consumer sciences education or have a strong background of training or experience in early childhood education.

### F. Amount of credit requested

2-3 credits

### G. School years for which approval is requested

Request the course for a five year period of time. 20 \_\_\_\_ through 20 \_\_\_\_

## EARLY CHILDHOOD PROFESSIONS I

### Essential knowledge and skills

- (1) **Professionalism.** The student determines employment opportunities and preparation requirements in the child care industry.

The student is expected to:

- (A) demonstrate an understanding of the characteristics of an early childhood education professional;
  - 1. identify the personal qualities and abilities needed to be effective with children; and
  - 2. demonstrate interpersonal skills needed to be successful in an early childhood setting including conflict resolution, negotiation, teamwork, and leadership;
  - 3. evaluate the relationship of good physical and mental health to job success and achievement; and
  - 4. exhibit ethical practices as defined by industry standards.
- (B) demonstrate an understanding of employment opportunities and requirements in early childhood care and education;
  - 1. analyze the future employment outlook in the child care industry;
  - 2. list careers and related professions in early childhood care and education;
  - 3. list academic preparation requirements for a variety of careers in the field of early childhood care and education;
  - 4. demonstrate appropriate grooming and appearance for the workplace; and
  - 5. exhibit productive work habits and attitudes.
- (C) explain the types and models of child care/education programs;
  - 1. describe the administrative units within early childhood care and education; and
  - 2. compare the program variations within early childhood care and education.
- (D) demonstrate an understanding of the history of early childhood care and education; and
  - 1. examine the history of early childhood education including educators and their contributions;
  - 2. examine the origin and growth of kindergartens and nursery schools in the U.S.;
  - 3. analyze child care differences in nursery and kindergarten programs; and
  - 4. describe the Lanham Act and its contribution to child care.
- (E) analyze the management of multiple family, community, and wage earner roles.
  - 1. determine how interests, abilities, personal priorities, and family responsibilities affect career choice;
  - 2. analyze challenges of managing multiple family, community, and wage earner roles; and
  - 3. exhibit management practices facilitating individuals assuming multiple roles.

- (2) **Human growth, development, and learning.** The student analyzes factors affecting growth, development, and education of young children.

The student is expected to:

- (A) summarize the major stages of development in children through age eight;
  - 1. explain the prenatal development of a child including causes and impact of prematurity and low birth weight;
  - 2. describe the process of labor and birth;
  - 3. describe the characteristics of a healthy newborn baby; and
  - 4. examine individual differences and normal patterns of physical, emotional, social, and cognitive development in children ages 0-8.
- (B) point out common influences in the growth and development of the whole child;
  - 1. analyze caregiver/teacher behaviors which promote healthy physical, social, emotional, and cognitive development of children ages 0-8;
  - 2. examine how various family characteristics and parental practices impact the physical, emotional, social, and cognitive development of children;
  - 3. examine environmental and economic factors that influence the physical, emotional, social, and cognitive development of children ages 0-8; and
  - 4. determine how various forms of play influence the growth of children.

- (C) determine age appropriate learning environments for children; and
    - 1. describe benefits of interest centers and learning stations as part of a stimulating learning environment;
    - 2. examine stimulating and developmentally appropriate learning environments;
    - 3. describe the role of play as a basis for learning in infant, toddler, preschool, and elementary age children;
    - 4. examine the teacher's role in play environments; and
    - 5. evaluate appropriate indoor and outdoor play environments for various age groups.
  - (D) identify major handicapping conditions in special needs children.
    - 1. identify characteristics indicative of special needs or disabilities in children; and
    - 2. distinguish between the abilities and limitations of children with specific disabilities such as those with hearing, vision, and speech impairments; health and physical problems; and learning, mental, and emotional disabilities.
- (3) **Guidance and group management.** The student appraises various guidance techniques utilized with children. The student is expected to:
- (A) explain components of effective communication between caregiver and children;
    - 1. explain the need to respond quickly and directly to children;
    - 2. describe strategies to provide varied opportunities for children to communicate;
    - 3. practice communication skills effective in interactions with children;
    - 4. demonstrate strategies to help children resolve conflicts; and
    - 5. evaluate appropriate techniques to assist children in their adjustment to a child care setting.
  - (B) demonstrate an understanding of guidance approaches to use when working with children;
    - 1. determine guidelines for assisting children with routine activities;
    - 2. examine guidance approaches that include modeling, behavior modification, and cognitive and psychoanalytic approaches;
    - 3. determine developmentally appropriate practices that promote self-discipline;
    - 4. distinguish guidance strategies that promote positive behavior in children; and
    - 5. determine the impact of negative guidance such as physical punishment and threats on children in the child care setting.
  - (C) differentiate characteristics of child care programs which facilitate children's learning; and
    - 1. examine the role of teacher observations in contributing to quality in child care programs;
    - 2. analyze the impact of relevancy and planning on teacher effectiveness;
    - 3. demonstrate positive and consistent reinforcement in the child care setting;
    - 4. examine the impact of supervision on children's learning;
    - 5. explain how teachers can plan effectively for individual differences in children; and
    - 6. distinguish characteristics of stimulating and developmentally appropriate learning environments.
  - (D) determine characteristics of children who have problems resolving their difficulties and developing self control.
    - 1. examine the need for careful observation of children displaying negative behavior;
    - 2. demonstrate strategies for collaborative planning (teachers, administrators, parents) when initiating a behavioral plan for a child; and
    - 3. apply principles for working with children displaying negative behavior.
- (4) **Curriculum development, content, and implementation.** The student utilizes developmentally appropriate teaching strategies for young children. The student is expected to:
- (A) explain the principles of a developmentally appropriate curriculum;
    - 1. define developmental appropriateness;
    - 2. explain learning as an interactive process;
    - 3. describe appropriate care for children ages 0-8;
    - 4. examine appropriate education for pre-schoolers and school-age children;
    - 5. determine differences in teacher-directed and child-initiated activities; and
    - 6. determine developmental differences in children of various ages and genders.
  - (B) analyze the principles of planning for young children;

1. explain the importance of various aspects of daily planning;
  2. explain the importance of routines for children;
  3. describe considerations for planning activities for children which achieve balance in such factors as energy level, amount of structure, level of individual and group involvement, and indoor and outdoor orientation;
  4. describe methods of assessing activities and lessons;
  5. examine strategies for accommodating the individual differences of children's nap-time needs; and
  6. evaluate the curriculums used in a variety of child care settings including adaptations for meeting individual needs of children.
- (C) explain the purpose of each of the major content areas in an early childhood setting; and
1. distinguish between interest centers and learning centers;
  2. create developmentally appropriate interest centers;
  3. describe components of developmentally appropriate learning stations; and
  4. demonstrate age appropriate activities for major content areas such as art, dramatic play, math, science, social studies, language arts, music, and computer technology.
- (D) discuss ways to adapt the curriculum for children with special needs.
1. explain laws regarding children with disabilities;
  2. explain mainstreaming and inclusion;
  3. explain the roles and responsibilities of teachers in working with children with special needs, including children with disabilities and/or gifted abilities;
  4. demonstrate strategies for integrating children with disabilities into programs;
  5. demonstrate strategies for accommodating children with special needs, such as those with gifted abilities; and
  6. analyze the interactions of children with special needs to with their peers, teachers, and others.
- (5) **Family and community relations.** The student determines appropriate procedures to promote active parental involvement in the child care setting.  
The student is expected to:
- (A) demonstrate an understanding of the diversity in family units and roles;
1. explain the wide variety of primary caregivers, family units, and family roles in America; and
  2. describe the wide cultural, ethnic, and religious diversity in American families.
- (B) explain the relationship between parents and child care providers;
1. describe parent/guardian functions and responsibilities;
  2. identify needs and opportunities for parental involvement in the child care setting;
  3. determine child care centers practices which demonstrate support of parent/child relationships and the family as primary caregiver;
  4. implement strategies that enhance cooperation among the child care center, teacher, community, and family; and
  5. demonstrate communication techniques that promote parental involvement.
- (C) determine community resources available to children and their families; and
1. distinguish agencies and services available to serve children and families; and
  2. describe procedures for accessing community agencies and resources to enhance children's learning.
- (D) explain the concept of child advocacy.
1. describe child advocacy; and
  2. examine the activities of child advocates.
- (6) **Safety, health, and nutrition.** The student adheres to principles and standards promoting the safety, health, and nutrition of children in child care/education programs.  
The student is expected to:
- (A) demonstrate an understanding of safety rules and procedures in a child care setting; and
1. identify fire and safety regulations in the Texas Department of Protective and Regulatory Services *Day-care Center Minimum Standards and Guidelines*;
  2. evaluate safety and sanitation in a child care setting including equipment, furniture, space, and toys;

3. practice emergency and evacuation procedures;
  4. demonstrate procedures and caregiver roles appropriate during accidents, medical emergencies, and environmental alerts;
  5. summarize climate control and lighting conditions appropriate for a child care setting;
  6. describe the safe use of indoor and outdoor space for young children;
  7. apply strategies and procedures for maintaining a safe and healthy environment in a child care setting;
  8. describe appropriate methods of storing medications and cleaning agents;
  9. describe child abuse, child neglect, and signs of their occurrence; and
  10. explain state regulations for reporting suspected child abuse and/or neglect.
- (B) apply health and nutrition principles and practices in a child care setting.
1. identify health regulations in the Texas Department of Protective and Regulatory Services *Day-care Center Minimum Standards and Guidelines*;
  2. determine the role of following food guidelines in promoting children's health;
  3. plan attractive nutritious snacks for children;
  4. explain nutrition education practices to use with children;
  5. point out health and safety considerations relating to clothing for children;
  6. define and characterize childhood communicable diseases;
  7. demonstrate strategies to promote good physical and mental health in children;
  8. observe screening and other health assessment techniques; and
  9. practice techniques that promote good health and safety in young children.
- (7) **Program management.** The student determines effective management procedures for the child care industry. The student is expected to:
- (A) explain career ladder titles and duties of early childhood professions; and
1. describe child care career levels and responsibilities, demands, and rewards for respective levels; and
  2. analyze the roles and responsibilities of an assistant teacher, an early childhood teacher, and other child care providers when working as members of management teams in child care centers.
- (B) describe child care center management procedures and policies.
1. explain the policies and standard operating procedures in child care settings; and
  2. describe effective record keeping systems for child care settings.

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