



CTSO Course Alignments: Early Childhood Education Careers IV

Below you will find standards for the Early Childhood Education Careers IV course aligned with competitive events from appropriate career and technical student organizations (CTSOs). Knowing the aligned events for your organization will allow you to have additional tools for teaching course standards, as well as increase student engagement and preparation in your CTSO activities. The final column recommends potential tools from other CTSO organizations. Even if your students are not participating in these organizations, available rubrics, tools, and materials can also add to the instructional resources at your disposal for best teaching your content.

Important to note: While the aligned activities below can be important tools in teaching course standards, it is important to note that events may not cover a standard in its entirety and should not be the sole instructional strategy used to address a standard.

	STANDARD	ALIGNED FCCLA COMPETITIVE EVENTS/PROGRAMS	OTHER POTENTIAL CTSO TOOLS & RESOURCES
1	Compile and critique procedures for maintaining a safe and healthy learning environment for children present in a childcare facility. Cite information for the Occupational Safety and Health Administration (OSHA) to identify precautionary guidelines to prevent illness, communicable diseases and injuries. Incorporate safety procedures and complete safety test with 100 percent accuracy. (TN Reading 3; FACS 9)		<ul style="list-style-type: none"> SkillsUSA: Occupational Health and Safety
2	Recognize the signs of child abuse, and research the legal requirements for reporting suspected abuse. Prepare an informative text or presentation describing types of abuse, including signs and symptoms to look for, and outline the reporting requirements and procedures. (TN Writing 4, 7, 9; FACS 12)	<ul style="list-style-type: none"> FCCLA: Advocacy 	<ul style="list-style-type: none"> HOSA: Prepared Speaking, Researched Persuasive Speaking TSA: Desktop Publishing, Prepared Presentation

3	<p>Add the following professional attributes to the professionalism rubric created in ECEC I and write performance indicators for each:</p> <ol style="list-style-type: none"> Attendance/punctuality Professional dress and behavior Positive attitude Collaboration Honesty Respect Responsibility Appropriate technology use Reflective teaching practice <p>(TN Writing 4; FACS 14)</p>		
4	<p>Interview internship supervisor to determine the child care <i>program philosophy</i>. Research and gather diverse program philosophies from a variety of care situations and write a narrative comparing and contrasting them with the internship program philosophy. (TN Reading 6, 9; TN Writing 2, 8, 9)</p>		<ul style="list-style-type: none"> • TSA: Career Preparation • HOSA: Job Seeking Skills
5	<p>Analyze case studies of provider reactions to children in both positive and negative situations. Write a narrative describing the consequences of provider behaviors and comparing them to the personal code of ethics developed in ECEC I. (TN Reading 2, 6, 9; TN Writing 2, 4, 9)</p>	<ul style="list-style-type: none"> • FCCLA: Advocacy 	
6	<p>Research codes of ethics for running small businesses by comparing samples from professional organizations (such as the Society for Human Resource Management). Synthesize principles from the codes to add attributes and performance indicators to the personal code of ethics created in ECEC I. This document will be included in course portfolio. (TN Reading 9; TN Writing 4, 5, 9)</p>	<ul style="list-style-type: none"> • FCCLA: Entrepreneurship 	<ul style="list-style-type: none"> • FBLA: Business Ethics • SkillsUSA: Entrepreneurship
7	<p>Access electronic resources related to the Tennessee Licensure Rules for Child Care Centers to identify the provider regulations for licensure and operation. Summarize the requirements and create tracking tools for documenting legal compliance. Topics for investigation include, but are not limited to:</p> <ol style="list-style-type: none"> Application for and maintenance of licensure Ownership and organizational structure Insurance Required parental communication Record keeping Adult-child ratios Indoor and outdoor play equipment Educational activities Technology use Health and safety <p>(TN Reading 2, 7; TN Writing 4, 6)</p>		<ul style="list-style-type: none"> • HOSA: Extemporaneous Health Poster • TSA: Desktop Publishing

8	Research and cite the procedure for documenting and reporting child welfare concerns. Analyze a case study and assess the extent to which the proposed resolution of the case is appropriate. (TN Reading 1, 6, 8; TN Writing 9; FACS 4)		
9	Drawing upon state regulations, develop procedures for releasing children (such as list of authorized persons; photo ID) and create parent documentation forms for medical information (such as food allergies, known disabilities, permission to administer medicine) and emergency contact information. (TN Reading 2, TN Writing 4, 6; FACS 4)	<ul style="list-style-type: none"> • FCCLA: Advocacy 	<ul style="list-style-type: none"> • HOSA: Prepared Speaking • TSA: Prepared Presentation
10	Gather relevant information from multiple print and digital resources (such as job postings and promotional materials) to prepare a document or graphic comparing the entry-level qualifications for caregivers, assistant directors, and directors of child care centers. Evaluate the impact of postsecondary training and describe the benefits of participation in a professional early childhood organization, such as the National Association for the Education of Young Children (NAEYC). Revise the career pathway plan outlining academic and career achievement goals and timeline developed in ECEC I to reflect opportunities for advancement in the field. (TN Reading 2, 9; TN Writing 4, 5, 8, 9; FACS 4)	<ul style="list-style-type: none"> • FCCLA: Career Investigation, Job Interview, Entrepreneurship 	<ul style="list-style-type: none"> • FBLA: Job Interview • SkillsUSA: Job Interview, Employment Application Process, Entrepreneurship • TSA: Essays on Technology
11	Review case studies in education to argue the need for background checks—fingerprinting, drug testing, and checking professional references—and a professional code of conduct for providers and volunteers. (TN Reading 8; TN Writing 1)	<ul style="list-style-type: none"> • FCCLA: Advocacy 	<ul style="list-style-type: none"> • HOSA: CPR/First Aid, Nutrition
12	Working in teams, use resources such as those available from the U.S. Small Business Administration to identify the components of a business plan. Create a hypothetical child care center and write a description of the business, its mission statement and an analysis of the market for its services. (TN Reading 2; TN Writing 4; FACS 4)		<ul style="list-style-type: none"> • FBLA: Business Plan • FFA- Marketing Plan
13	<p>Use a lesson plan template (created in ECEC III) to create daily activities within themed units of instruction for implementation with children ages one to eight. Where appropriate, align the activities with NAEYC’s effective developmentally appropriate teaching strategies:</p> <ol style="list-style-type: none"> Acknowledge what children do or say Encourage persistence and effort Give specific feedback rather than general comments Model attitudes, problem-solving, and behavior toward others Demonstrate the correct way to do something Add challenges that promote cognitive development Ask questions that provoke children’s thinking Give assistance (such as cues or hints) Provide information directly Give directions for children’s action or behavior <p>(TN Writing 4, 5, 9; FACS 4, 12)</p>		

14	Use the rubric (created in ECEC III) for evaluating and selecting developmentally appropriate books, materials, toys, and technology resources.		<ul style="list-style-type: none"> • TSA: Future Technology Teacher
15	Create developmentally appropriate, visually appealing instructional materials and resources, as well as electronic media (if available), to accompany lesson facilitation during the internship. (TN Writing 4, 6; FACS 4)		<ul style="list-style-type: none"> • FBLA: Computer Applications, Desktop Publishing
16	Develop a communication rubric with performance indicators for effective verbal, non-verbal, written, and electronic communication. Create a draft agenda for parent conferences. Use the rubric to evaluate simulated parent conferences (prior to internship). (TN Writing 4; FACS 13)	<ul style="list-style-type: none"> • FCCLA: Interpersonal Communications 	<ul style="list-style-type: none"> • TSA: Future Technology Teacher, Promotional Graphics
17	Research language acquisition and use by children from ages one to eight, using academic journals and case studies. Write a narrative to demonstrate understanding of teaching strategies that promote development of complex language skills. (TN Reading 9; TN Writing 2, 4; FACS 4, 12)		
18	Draw evidence from informational texts to develop lesson activity adaptations for inclusion of children with fine motor, gross motor, cognitive, social/emotional, and self-help/adaptive special needs. (TN Reading 2, 9; TN Writing 4, 7, 9; FACS 4, 12)		<ul style="list-style-type: none"> • TSA: Future Technology Teacher
19	<p>Apply knowledge from this and preceding ECEC courses to document the internship in the course portfolio. Demonstration of knowledge includes but is not limited to:</p> <ol style="list-style-type: none"> Performing simple activities to check developmental milestone attainment Maintaining children's records Using a lesson plan template to create daily activities within themed units of instruction for implementation with children ages one to eight using developmentally-appropriate teaching strategies Using the behavior management chart (created in ECE III) Arranging learning centers that provide for children's exploration, discovery, and development Selecting and using multiple resources and teaching methods Creating new instructional materials Creating a classroom floor plan designed to provide equitable access and maximize learning for all students Evaluating student levels to adapt lessons for differentiated instruction, as needed Establishing of a positive classroom climate Creating opportunities for positive communication with families <p>(TN Writing 4, 5, 6, 9)</p>		<ul style="list-style-type: none"> • TSA: Future Technology Teacher

20	Collaboratively, create a rubric that will be used by observers to evaluate preparation for the internship, implementation of lesson plans, and professionalism. (TN Writing 4)		
21	During the internship, implement lesson plans developed in this course and carry out daily childcare routines, such as meals, naps, personal hygiene and exercise. Annotate lesson plans and work products to document lessons learned. (TN Writing 5)		
22	<p>Create and continually update a personal journal to document the internship. Draw connections between the experience and course content, thoughtfully reflecting on:</p> <ol style="list-style-type: none"> a. Tasks accomplished and activities implemented b. Lesson effectiveness c. Positive and negative aspects of the experience d. Self-assessment and plans for refining instructional practice e. Interactions with children, families, providers and other staff f. Personal satisfaction <p>(TN Writing 4, 7, 10; FACS 4)</p>		
23	Upon conclusion of the internship, write a clear and coherent reflection paper containing a revised personal teaching philosophy and career growth plan based on the teaching journal. Produce a technology-enhanced class presentation showcasing highlights, challenges, and lessons learned from the internship. (TN Writing 2, 5, 6, 7; FACS 4)		
ALL	CAN BE USED WITH ALL/MOST STANDARDS	<ul style="list-style-type: none"> • FCCLA: Illustrated Talk, Chapter in Review Display, Chapter in Review Portfolio, National Programs in Action, Focus on Children, Early Childhood Education, Teach and Train, Career Investigation, Advocacy 	<ul style="list-style-type: none"> • SkillsUSA: Career Pathways Showcase, Job Skills Demonstration A, Job Skills Demonstration O, Prepared Speech, Extemporaneous Speaking, Chapter Display,