



Early Childhood Education Careers II (ECEC II)

Primary Career Cluster:	Education and Training
Course Contact:	CTE.Standards@tn.gov
Course Code(s):	C32H07
Prerequisite(s):	<i>Early Childhood Education Careers I</i> (C32H06)
Credit:	1
Grade Level:	10
Focus Elective - Graduation Requirements:	This course satisfies one of three credits required for an elective focus when taken in conjunction with other Education and Training courses.
POS Concentrator:	This course satisfies one out of two required courses to meet the Perkins V concentrator definition, when taken in sequence in the approved program of study.
Programs of Study and Sequence:	This is the second course in the <i>Early Childhood Education Careers</i> program of study.
Aligned Student Organization(s):	Family, Career and Community Leaders of America (FCCLA): http://www.tennesseefccla.org/ SkillsUSA: http://tnskillsusa.com/
Coordinating Work-Based Learning:	Teachers are encouraged to use embedded WBL activities such as informational interviewing, job shadowing, and career mentoring. For information, visit https://www.tn.gov/education/career-and-technical-education/work-based-learning.html .
Promoted Student Industry Credentials:	Credentials are aligned with post-secondary and employment opportunities and with the competencies and skills that students acquire through their selected program of study. For a listing of promoted student industry credentials, visit https://www.tn.gov/education/career-and-technical-education/student-industry-certification.html
Teacher Endorsement(s):	(050 and 058), (050 and 451), (051 and 058), (051 and 451), (154 and 156), (450 and 058), (450 and 451)
Required Teacher Certifications/Training:	None
Teacher Resources:	https://www.tn.gov/education/career-and-technical-education/career-clusters/cte-cluster-education-training.html Best for All Central: https://bestforall.tnedu.gov/

Course-At-A-Glance

There is no one way to create meaningful learning experiences for students. There are best practices available that data and students say impact long-term student learning. One of those best practices is to put student learning in context with their experiences.

Career and Technical Student Organizations (CTSOs) provide an opportunity for students to display their learning in the classroom and through regional, state, and/or national competition. Work-based Learning (WBL) consists of sustained and coordinated work-based activities that relate to the course content. These activities should occur at every level through a program of study. Below is a listing of possible CTSO connections and WBL activities for this course. This listing is intended to be an idea starter and not a comprehensive listing.

Using a Career and Technical Student Organization (CTSO) in Your Classroom

Putting the classroom learning into real life experiences is often what creates a meaningful learning experience for students, one that lasts beyond the exam and course. CTSOs are a great resource to create this type of learning for your students. They are also a great resource to showcase your students learning through regional, state, and national competitions. Possible connections for this course include the following. This is not an exhaustive list.

- Participate in CTSO Fall Leadership Conference to engage with peers by demonstrating logical thought processes and developing industry specific skills that involve teamwork and project management
- Participate in contests that highlight job skill demonstration; interviewing skills; community service activities, extemporaneous speaking, and job interview
- Participate in leadership activities such as National Leadership and Skills Conference, National Week of Service, 21st Century Skills

For more ideas and information, visit Tennessee SkillsUSA at <http://www.tnskillsusa.com> and Family, Career and Community Leaders of America (FCCLA): <http://www.tennesseefccla.org/>

Using Work-based Learning in Your Classroom

Sustained and coordinated activities that relate to the course content are the key to successful work-based learning. Possible activities for this course include the following. This is not an exhaustive list.

- **Standards 1-3** | Invite an industry representative to discuss safety precautions for the career field.
- **Standards 4-8** | Complete an integrated project with an industry professional.
- **Standards 9-11** | Do a project to be used by a local industry.
- **Standards 12-14** | Informational interview with an assessment specialist.
- **Standards 15-17** | Integrated project with multiple interactions with industry representatives.
- **Standards 18-19** | Guest speaker on technology in education.
- **Standards 20** | Create a portfolio to be evaluated by industry representatives.

For more ideas and information, visit <https://www.tn.gov/education/career-and-technical-education/work-based-learning.html>.

Course Description

Early Childhood Education Careers II (ECEC II) is an intermediate course for students interested in learning more about becoming an early childhood teacher, elementary teacher, nanny, or childcare provider. This course covers the components of curriculum planning, learning, screening and assessing, special populations, and educational technology. Students will observe educators in action, practice specific skills, and add personal work products to a course portfolio. During this course, students working toward earning a Child Development Associate (CDA) credential should begin recording hours toward the required 480—clock hours needed in working with children. Upon completion of this course, proficient students will be able to pursue more advanced coursework in the ECEC program of study.

Program of Study Application

This is the second course in the *Early Childhood Education Careers* program of study. For more information on the benefits and requirements of implementing these programs in full, please visit the respective career cluster websites at <https://tn.gov/education/article/cte-cluster-education-training>.

Course Standards

Safety

- 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), including but not limited to CPR, First-Aid, and Bloodborne Pathogens, to identify precautionary guidelines to prevent illness, communicable diseases and injuries. Incorporate safety procedures and complete safety test with 100 percent accuracy.
- 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.
- 3) Evaluate research and define adverse childhood experiences (ACEs). Summarize and write narratives on state and national goals that address ACEs.

Curriculum and Activity Planning Foundations

- 4) Research and analyze informational texts to identify components of developmentally appropriate instruction for children from birth through age eight. Compare and contrast components of curriculum planning models, including but not limited to the following:
 - a. Bank Street developmental-interaction approach
 - b. Dodge creative curriculum for preschool
 - c. High/Scope curriculum
 - d. Kamii-DeVries constructivist approach
 - e. Montessori method

- f. Direct instruction mode
- 5) Research the characteristics of the stages of play development. Draw conclusions about the relationship between play, child development, and learning. Synthesize the research to write recommendations for developmentally appropriate time, structure, materials, and equipment for play within an early childhood care program.
 - 6) Citing specific textual evidence found in academic journals or research, defend the need for the preparation of a comprehensive curriculum for children from birth through age eight. Address the developmental significance of including the following in a curriculum:
 - a. Music
 - b. Art
 - c. Role-play/Pretend Play
 - d. Reading
 - e. Storytelling
 - f. Outdoor excursions
 - g. Games
 - 7) Investigate relevant national and state curriculum standards, and explain how they help guide teaching in order to affect learning.
 - 8) Conduct a research project on lesson planning in all early childhood learning levels. Identify the typical components of lesson planning documents and create a lesson plan template that incorporates components such as:
 - a. Content-area, Common Core, and 21st Century Skills standards
 - b. Student learning objectives aligned to standards
 - c. Materials and equipment needed
 - d. Instructional activities
 - e. Pacing chart
 - f. Accommodations for special needs students
 - g. Closure/reflection
 - h. Assessment

Learning

- 9) Using academic journals and news articles, investigate how social, cultural, and economic factors inside and outside of the classroom influence student learning and student behavior. Assess the extent to which reasoning and evidence support the author's claim, citing specific textual evidence.
- 10) Compare and contrast a range of learning styles identified in relevant education research. Synthesize information about the characteristics of each learning style, such as examples of teaching methods, and assignments in an informative text, graphic organizer, or other illustration. Learning styles include:
 - a. Visual/Spatial Learners
 - b. Auditory/Verbal/Linguistic Learners
 - c. Analytic Learners

- d. Kinesthetic or Tactile Learners
 - e. Global Learners
- 11) Drawing evidence from academic research, create a rubric for evaluating and selecting developmentally appropriate books, materials, toys, and technology resources by age. Examples of criteria to be analyzed include but are not limited to:
- a. Age and developmental level
 - b. Safety
 - c. Visual and tactile appeal
 - d. Promotion of learning through play, exploration, or interaction
 - e. Adaptability for differently-abled children
 - f. Durability
 - g. Non-stereotyped representation of groups from different cultures or ethnic backgrounds

Screening and Assessment

- 12) Differentiate between child screening, assessment, and evaluation. Collect firsthand data through interviews with local child care providers to identify the most common assessment processes used. Citing specific textual evidence, describe the purpose and procedures associated with common types of assessments, including:
- a. Continuous
 - b. Developmental
 - c. Diagnostic
 - d. Family
 - e. Multidisciplinary
 - f. Play-based
 - g. Readiness
- 13) Prepare a narrative to demonstrate understanding of the role of the provider in screening infants and children. Prepare a graphic that includes expected developmental milestones that can be used for screening and reference. Create a checklist of activities that a provider can use with children from birth to age eight to screen for achievement of significant developmental milestones.
- 14) Create a list and define current assessment tools used to evaluate children's development. Compare and contrast the instruments currently available to assess what children know, understand, and are able to do within the physical, social, emotional, and cognitive development domains (e.g., Ages and Stages Questionnaire, Checklist for Autism in Toddlers, and etc.).

Special Populations

- 15) Research the Individuals with Disabilities Education Act (IDEA), Section 504 of the Rehabilitation Act of 1973 and Americans with Disabilities Act (ADA). Summarize the broad categories that IDEA identifies as disabilities and describe general eligibility requirements.

Write an analysis of the impact of this legislation on the education of students with special needs.

- 16) Investigate the roles of parents, teachers, and administrators at an Admission, Review and Dismissal (ARD) meeting and create a visual representation of the ARD process. Examine examples of authentic individualized education programs (IEPs) designed to address the needs of children with disabilities and analyze how the required adaptations and accommodations vary from standard developmentally appropriate practices.
- 17) Draw evidence from informational texts to define special populations and write a narrative describing the characteristics of special needs children and accommodations recommended for those who have:
 - a. Intellectual and developmental disabilities
 - b. Emotional or behavioral disorders
 - c. Communications disorders, deafness, and hearing loss
 - d. Blindness and low vision
 - e. Physical disabilities
 - f. Gifted and talented designationWrite recommendations for working with parents when a developmental delay is suspected.

Educational Technology

- 18) Drawing evidence from research, develop a logical argument to support how technology can enhance or inhibit the development and learning processes of children from birth to age eight. Create a graphic illustrating developmentally appropriate technology through the ages and stages.
- 19) Research the Children's Internet Protection Act (CIPA) from the Federal Communication Commission (FCC) and other informational texts on internet safety for students. Synthesize the research to create acceptable-use policies for students that are appropriate at different developmental milestones.

Final Project

- 20) Create a portfolio synthesizing concepts learned in ECEC I and ECEC II. Perform guided observations at the preschool and elementary levels to identify characteristics of an effective classroom and teacher. Write an essay reflecting on the observation experience and revise written career goals and a personal teaching philosophy (developed in ECEC I). Update the print or electronic portfolio, including writing and visual elements to connect observations from the final project to concepts learned in this course.

The following artifacts will reside in the student's portfolio:

- Revised career pathway plan and timeline for achieving academic and career goals
- Revised personal teaching philosophy
- Reflection essay based on observations from the final project

Standards Alignment Notes

*References to other standards include:

- FACS: National Standards for Family and Consumer Sciences Education, Second Edition: National Association of State Administrators of Family and Consumer Sciences, [FACS](#).
- P21: Partnership for 21st Century Skills [Framework for 21st Century Learning](#)
 - Note: While not all standards are specifically aligned, teachers will find the framework helpful for setting expectations for student behavior in their classroom and practicing specific career readiness skills.