KPBSD Early Childhood Education I Curriculum – 2017

Industry Standards	
National Standards for Family and Consumer Sciences Education	**Transfer Goals**

| **National Standards for Family and Consumer Sciences Education**

1. Analyze career paths within early childhood education and related services. 4.1
2. Analyze developmentally appropriate practices to plan for early childhood education and services. 4.2
3. Demonstrate integration of curriculum and instruction to meet children's developmental needs and interests. 4.3
4. Demonstrate a safe and healthy learning environment for children. 4.4
5. Demonstrate techniques for positive collaborative relationships with children. 4.5
6. Analyze principles of human growth and development across the lifespan. 12.1
7. Analyze conditions that influence human growth and development. 12.2
8. Analyze strategies that promote growth and development across the lifespan. 12.3
9. Evaluate parenting practices that maximize human growth and development. 15.2
10. Evaluate external support systems that provide services for parents. 15.3
11. Analyze physical and emotional factors related to beginning the parenting process. 15.4 | **Transfer Goals**
Students will be able to independently use their learning to…
• Decide if they want to pursue one of the career paths related to Early Childhood Development.
• Make educated and responsible decisions about parenting, when it would be a good time in their life for becoming a parent and what are the expectations and responsibilities connected to this decision.
• Identify and report cases of child abuse and neglect.
• Understand the development of younger siblings, relatives, or friends and support them with appropriate stimulation for promoting further development and growth.

Meaning

ENDURING UNDERSTANDINGS
Students will understand…
• Early childhood education can lead to various career paths and that various professional organizations address specific needs. 4.1.3, 4.1.6
• The practices of early childhood education are based on scientific studies that have been done in several countries and over the last century, with particular attention to the current research on brain development. 4.2.1, 12.1.3, 15.2.3
• There are specific assessments for checking on children's growth and development, and that this growth is influenced by hereditary traits of each child as well as by the social, economic, and technological environment in which a child is raised. 4.2.2, 4.2.3, 4.2.4, 4.2.5, 12.2.1, 12.2.2, 12.2.4, 12.3.1, 12.2.3
• Each stage of development as well as individual needs of children should to be supported by specific learning activities and environment for

ESSENTIAL QUESTIONS
Students will keep considering…
• Why is it important to be aware and understand the fundamental theories of child development and brain development?
• Why is it important to understand the pre-natal development and the importance of making good choices while pregnant?
• Why is the parents' role important in children development and how they can enhance and promote it?
• Why is it important to recognize the different stages of growth and development of children and provide the appropriate stimulation? |

| ALASKA STANDARDS ALIGNMENT: **[Early Childhood Development I](#)** | promoting child's growth and development. 4.3.2, 4.3.4, 4.3.5, 15.2.1
• The importance of health, safety, and sanitation in the learning environment. 4.4.1, 4.4.2, 4.4.3, 15.2.5
• Child abuse and neglect affects children's development and it needs to be prevented, and whenever it happens it needs to be identified and reported immediately. 4.4.5, 15.2.4
• It is important to define and apply developmentally appropriate guidelines for children's behavior. 4.5.1.
• Early childhood educators need to apply problem solving skills both with children and families for analyzing children's developmental progress, recognizing possible issues and concerns, and establishing constructive and supportive relationships between children and families. 4.5.2, 4.5.4, 4.5.5, 15.2.2
• Early childhood development includes the physical, emotional, social, spiritual, and intellectual development of a child as connected and fundamental aspects of this process of human growth. 12.1.1, 12.1.2
• Communication has great impact on the human growth and development. 12.3.2
• The parenting role changes over the lifespan and that there are expectations and responsibilities in parenting. Whenever these expectations are not met, there are consequences impacting individuals, families, and the society and some consequences are regulated by the law. 15.1.1, 15.1.2, 15.1.3, 12.3.3, 15.3.3 | |

• Community resources can provide parenting guidance, support, and resources for parents. 15.3.2 • The understanding of the biological processes related to prenatal development, birth, and health of child and mother, and their impact on the "nature" of a child. 15.4.1, 15.4.2 • There are options and alternative to biological parenthood, and it is important to understand the legal and ethical impacts of these procedures. 15.4.3, 15.4.4	
Acquisition	
Students will know… • The requirements for pursuing the various career paths related to early childhood education, and what each of these careers entails. 4.1.3, 4.1.6 • The fundamental theories of early childhood education and the relevant aspects of the current research on brain development. 4.2.1, 12.1.3, 15.2.3 • The stages of child development, the assessments needed for checking on children's growth and development, and the effective strategies that would influence growth by the specific needs and ability of each child as well as by the social, economic, and technological environment in which a child is raised. 4.2.2, 4.2.3, 4.2.4, 4.2.5, 12.2.1, 12.2.2, 12.2.4, 12.3.1, 12.2.3 • The activities that promote healthy development at each stage of a child's growth and development as well as those that address	Students will be skilled at… • Identifying career paths related to early childhood education and match them with the services provided to address specific needs. (4.1.3, 4.1.6) • Recognizing and applying the most effective and valid methodologies to the practices of early childhood education. (4.2.1, 12.1.3, 15.2.3) • Recognizing the stage of children's growth and development, and identify children's hereditary traits as well as the social, economic, and technological environment influences playing a role in a child upraising. (4.2.2, 4.2.3, 4.2.4, 4.2.5, 12.2.1, 12.2.2, 12.2.4, 12.3.1, 12.2.3) • Creating and using specific learning activities and environment for promoting child's growth and development at each stage of a child's development. The planning shall include consideration to

	- individual needs of children. 4.3.2, 4.3.4, 4.3.5, 15.2.1 - The importance of health, safety, and sanitation in the learning environment. 4.4.1, 4.4.2, 4.4.3, 15.2.5 - How child abuse and neglect affects children's development and what to do for preventing and/or reporting it immediately. 4.4.5, 15.2.4 - Appropriate guidelines for children's behavior. 4.5.1 - Problem solving strategies to use for analyzing children's developmental progress, recognizing possible issues and concerns, and establishing constructive and supportive relationships between children and families. 4.5.2, 4.5.4, 4.5.5, 15.2.2 - The connection among the physical, emotional, social, spiritual, and intellectual development of a child, which are all fundamental aspects of this process of human growth. 12.1.1, 12.1.2 - How communication positively impacts the human growth and development of a child. 12.3.2 - The social and legal expectations and responsibilities of parenting and how the parenting role changes over the lifespan. 15.1.1, 15.1.2, 15.1.3, 12.3.3, 15.3.3 - Which community resources provide parenting guidance, support, and resources for parents? 15.3.2 - The biological processes related to prenatal development, birth, and health of child and	- individual needs of children. 4.3.2, 4.3.4, 4.3.5, 15.2.1 - Maintaining health, safety, and sanitation of the learning environment. 4.4.1, 4.4.2, 4.4.3, 15.2.5 - Implementing strategies for preventing child abuse and neglect, and immediately recognizing and reporting suspicious events. 4.4.5, 15.2.4 - Defining and applying developmentally appropriate guidelines for children's behavior. 4.5.1 - Using problem solving skills both with children and families for analyzing children's developmental progress, recognizing possible issues and concerns, and establishing constructive and supportive relationships between children and families. 4.5.2, 4.5.4, 4.5.5, 15.2.2 - Considering and addressing the physical, emotional, social, spiritual, and intellectual development of a child since they all are connected and fundamental aspects of this process of human growth. 12.1.1, 12.1.2 - Promoting communication models with children and parents. 12.3.2 - Analyzing parenting role, expectations, and responsibilities, and identify consequences impacting individual, families, and the society. 15.1.1, 15.1.2, 15.1.3, 12.3.3, 15.3.3 - Identifying the community resources that can provide parenting guidance, support, and resources for parents. 15.3.2

	mother, and their impact on the "nature" of a child. 15.4.1, 15.4.2 • The options and alternatives to biological parenthood, and the legal and ethical impacts of these procedures. 15.4.3, 15.4.4	• Identifying the negative influences in the biological processes related to prenatal development, birth, and health of child and mother, and their impact on the "nature" of a child. 15.4.1, 15.4.2 • Recognizing the options and alternatives to biological parenthood, and their legal and ethical impacts. 15.4.3, 15.4.4

Evidence

Evaluative Criteria	Assessment Evidence
Rubrics used for this course can be found on Canvas at the following URL https://kpbsd.instructure.com/courses/29739/rubrics	Group discussion board, article reading, summary and research projects, essays, presentations, scenario, role plays, and other teacher-made performance tasks.
	OTHER EVIDENCE: Students will be trained on the American Red Cross First Aid and CPR course for infants and children. The certification will be based on the performance of the students in the American Red Cross assessments.

Resources

http://www.sde.ct.gov/sde/lib/sde/pdf/deps/career/fcs/ns_fcs_foodproductionservice.pdf