

KPBSD Early Childhood Education II Curriculum – 2017

Industry Standards									
<p>National Standards for Family and Consumer Sciences Education</p> <ol style="list-style-type: none"> 1. Analyze career paths within early childhood, education, & 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. Demonstrate professional practices and standards related to working with children. 4.6 7. Analyze principles of human growth and development across the lifespan. 12.1 8. Evaluate parenting practices that maximize human growth and development. 15.2 <p>ALASKA STANDARDS ALIGNMENT: Child Development II</p>	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th colspan="2" style="background-color: #e0e0e0; text-align: center;">Transfer Goals</th> </tr> </thead> <tbody> <tr> <td colspan="2"> <p>Students will be able to independently use their learning to...</p> <ul style="list-style-type: none"> Recognize high quality early childhood programs. Interact appropriately with children in an educational environment accordingly to their level of development and their abilities and need. Develop professional skills that can be used in any career field. 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	<p>specific activities for their learning styles and needs. 4.3.6</p> <ul style="list-style-type: none"> • In an early childhood facility it is important to have a safe and healthy space to preserve and prevent illnesses, according to the law, and to provide space for encouraging physical activity. 4.4.1, 4.4.2, 4.4.6, 4.4.7 • Children need structure and role models to develop healthy habits of positive behavior. 4.4.3, 4.5.1 • It is important to establish healthy eating habits in the early years. 4.4.4 • When working with children and their families, it is important to use problem solving skills and interpersonal skills for obtaining positive outcomes. 4.5.2, 4.5.3, 4.5.4 • Monitoring all aspects of a child’s developmental progress (based on current research) can help us identify possible developmental issues early. 4.5.5, 12.1.1, 12.1.2, 12.1.3 	
Acquisition		
	<p>Students will know...</p> <ul style="list-style-type: none"> • Pathway options in early childhood, education, and related services including possible entrepreneurial endeavors associated with the profession. • Training and certification requirements for early childhood education professions. 4.1.1, 4.1.2, 4.1.3, 4.6.2 	<p>Students will be skilled at...</p> <ul style="list-style-type: none"> • Identifying the career path most suitable to them within early childhood, education, and related services and how to comply with the professional ethical standards. 4.1.1, 4.1.2, 4.1.3, 4.6.2 • Recognizing the impact of early childhood programs on the society worldwide and

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	<ul style="list-style-type: none"> • Early childhood programs have an impact on the society worldwide and the choice of the right program should be based on specific criteria. 4.1.4, 15.2.5 • Strategies for documenting their learning about childhood education. 4.1.5 • The fundamental elements of the most common researched based child development theories. 4.2.1 • Appropriate strategies and tools to use for assessing children’s abilities, needs, and learning styles. 4.2.4, 4.2.5, 4.3.1, 4.3.2, 4.3.3, 4.3.4, 4.3.5 • Schedules and routines are important for children, including children with special needs. 4.3.6 • The strategies and procedures for maintaining a safe and healthy learning environment. State and Federal laws regulate these aspects. 4.4.1, 4.4.2, 4.4.6, 4.4.7 • Educating children on healthy habits, sanitation, and appropriate behavior is important in the early years. 4.4.3, 4.5.1 • Problem solving with families by using interpersonal skills. 4.5.2, 4.5.3, 4.5.4 • The milestones of developmental progress in all its aspects and their relationships for identifying early possible issues. 4.5.5, 12.1.1, 12.1.2, 12.1.3 	<p>the choice of the right program should be based on specific criteria. 4.1.4, 15.2.5</p> <ul style="list-style-type: none"> • Choosing relevant evidence of experiences and learning to create a professional portfolio. 4.1.5 • Implementing appropriate aspects of child development theories 4.2.1 • Choosing activities and designing learning centers that support the development and growth of children, based on their abilities, needs, and learning styles 4.2.4, 4.2.5, 4.3.1, 4.3.2, 4.3.3, 4.3.4, 4.3.5 • Creating a schedule for children that reflects the need of transition time and that have specific activities for their learning styles and needs. 4.3.6 • Applying safety and health procedures that prevent incidents and the spread of contagious illnesses in an early childhood facility, according to the law. 4.4.1, 4.4.2, 4.4.6, 4.4.7 • Teaching children good habits of health, sanitation, and providing clear consistent guidelines for behavior. 4.4.3, 4.5.1 • Choosing strategies that help teach children healthy eating habits. 4.4.4 • Using problem solving and interpersonal skills to obtain positive outcomes when working with children and their families. 4.5.2, 4.5.3, 4.5.4 • Identifying milestones of developmental progress in all aspects of a child’s life. • Utilizing and analyzing current research to recognize possible issues or
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		developmental delays. 4.5.5, 12.1.1, 12.1.2, 12.1.3
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	<ul style="list-style-type: none"> Independent research projects, personal reflections, creation of a resume teacher made quizzes and tests, scenario analysis, performance tasks and presentations. 	
	<p>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.</p> <p>Students completing both semesters of this course with a grade of B or above, in addition to their high school credit, will be entitled to receive three college credits from the University of Alaska Anchorage.</p>	
Resources		
National Standards for Family and Consumer Sciences		