

Early Childhood Education 1

Grades 9-12

Credit Unit: One Semester (Elective)

Prerequisite: None

Course Description:

Early Childhood Education 1 brings family , child development, and parenting skills alive for students. Students learn that parenting and child care skills depend on knowledge of child growth and development. Students may extend their knowledge beyond the high school setting by observing children at childcare and preschool facilities. Technology delivers up-to-date research related to advances in early childhood education.

Early Childhood Education 1 is arranged around the four MCPS Career and Technical Education standards. These standards include Technological Skills & Knowledge, Career and Life Planning, Skills for Life and Work, and Structure and Organization of Work.

Topics:

- Learning about yourself
- Learning about children
- Types of families
- Prenatal development and the newborn
- Infants/toddlers/preschoolers, ages birth to 3 years
- Guiding and caring for children

NOTE: Throughout this document, learning target types are identified as knowledge (“K”), reasoning (“R”), skill (“S”), or product (“P”).

STANDARD 1: Students experience various career opportunities and assess personal career pathways.

Benchmark 1:

Explore and identify personal interests, aptitudes, and abilities and develop strategies to achieve tentative career goals.

Learning Targets (Type):

1. I can use Montana Career Information Systems (MCIS) and/or other systems or web resources to investigate and evaluate my personal interests, aptitudes and abilities. (S,R)
2. I can formulate tentative career goals. (R)
3. I can evaluate approaches for meeting my goals. (R)
4. I can identify my personal goals and values. (K)
5. I can identify my personal strengths and weaknesses. (K)

Benchmark 2:

Utilize local resources to research career plans.

Learning Targets (Type):

1. I can identify local resources to develop career plans. (K)

2. I can contact my school career counselor or teacher to pursue career pathways. (S)

Benchmark 3:

Recognize the interrelationships of family, community, career, and leisure roles.

Learning Targets (Type):

1. I can describe the importance of balance between family and community in regards to career and leisure activities. (K)
2. I can compare and contrast the needs of career and leisure activities and how they relate to and/or affect family and community. (R)
3. I can identify child development theories and their implications for educational and childcare practices. (K, R)
4. I can analyze cultural and environmental influences when assessing children's development. (R)
5. I can analyze abilities and needs of children and their effects on children's growth and development. (R)
6. I can identify appropriate guidelines for positive interactions with children. (K)
7. I can identify changes in family roles and family types. (K)
8. I can interpret the family life cycle/roles of parents. (R)
9. I can define and identify ways parenting skills can be developed. (K)
10. I can evaluate factors to consider in determining personal preparedness for parenthood: (i.e., biological, social, emotional, financial, and educational.) (R)
11. I can evaluate the demands and rewards of parenting. (R)

STANDARD 2: Students demonstrate an understanding and apply principles of Resource Management (i.e., financial, time, personal management)

Benchmark 1:

Prepare a budget and keep financial records.

Learning Targets (Type):

1. I can research and report cost of materials and time. (S)
2. I can document financial inputs and outputs. (S)
3. I can identify the necessity to maintain accurate financial records. (K)
4. I can apply and stay within a fixed budget. (S)
5. I can identify the costs involved with prenatal care, childbirth, and the first year of life. (K)

Benchmark 2:

Prioritize, allocate time, prepare and follow schedules to complete a project.

Learning Targets (Type):

1. I can estimate the required time to complete a project. (S)
2. I can prioritize resources, equipment and tasks. (S)
3. I can reflect upon completion. (S)

Benchmark 3:

Apply appropriate time to task.

Learning Targets (Type):

1. I can implement a time schedule for task completion. (S)

Benchmark 4:

Use physical resources wisely to accomplish a goal.

Learning Targets (Type):

1. I can identify the resources necessary to accomplish the task. (K)
2. I can maintain the tools of the trade. (S)
3. I can maximize the use of my resources (S).
4. I can investigate the costs of birth defects to family and society. (S)

STANDARD 3: Students acquire and utilize personal and leadership skills to become successful, productive citizens.

Benchmark 1:

Demonstrate active leadership skills by participation in group activities and projects.

Learning Targets (Type):

1. I can investigate various leadership styles. (S)
2. I can apply leadership styles in group activities and projects. (S)

Benchmark 2:

Demonstrate positive personal and work ethics.

Learning Targets (Type):

1. I can show up for class and work on time. (S)
2. I can develop personal and work related goals. (S)
3. I can describe ethical behavior in the workplace. (K)

Benchmark 3:

Demonstrate skills to be a productive citizen.

Learning Targets (Type):

1. I can develop professional relationships with community members. (S)
2. I can contribute to my community in a positive manner. (S)

Benchmark 4:

Apply self-esteem building practices.

Learning Targets (Type):

1. I can define and provide evidence of my strengths in my career interest areas. (K)
2. I can persevere through set backs and stay focused on my goals. (S)

Benchmark 5:

Demonstrate appreciation for diverse perspective needs and characteristics.

Learning Targets (Type):

1. I can develop a working relationship with diverse populations. (S)
2. I can demonstrate communication skills that contribute to positive relationships. (S)
3. I can work to understand diverse points of view. (S)
4. I can participate in classroom discussions while respecting diverse opinions. (S,R)

Benchmark 6:

Practice several methods of effective communication.

Learning Targets (Type):

1. I can demonstrate good listening skills. (S)
2. I can effectively communicate verbally through collaborative projects. (S)
3. I can develop quality written professional communications. (S)
4. I can model and demonstrate appropriate communication skills. (S)

STANDARD 4: Students acquire and demonstrate current technical skills leading to an occupation.

Benchmark 1:

Practice technical skills and procedures required for an occupation.

Learning Targets (Type):

1. I can demonstrate proper reading procedures for reading to children. (*S*)
2. I can recognize appropriate and inappropriate childhood discipline styles. (*R,K*)
3. I can identify the ages and stages of development. (*K*)

Benchmark 2:

Practice safe and appropriate use of technology.

Learning Targets (Type):

1. I can identify and explain safe uses of technology. (*K,S*)
2. I can research new and current trends in child development. (*S*)
3. I can analyze different forms of technology. (*S*)

Benchmark 3:

Select the appropriate tools, equipment, and procedures for the task.

Learning Targets (Type):

1. I can list and define appropriate tools used in tasks related to child development. (*K*)
2. I can distinguish between safe tools related to child development. (*R*)
3. I can demonstrate how to use appropriate tools. (*S*)
4. I can list and define appropriate equipment used in tasks related to child development. (*K*)
5. I can distinguish between safe equipment related to child development. (*R*)
6. I can demonstrate how to use appropriate equipment. (*S*)
7. I can list and define appropriate procedures used in tasks related to child development. (*K*)
8. I can distinguish between appropriate procedures related to child development. (*R*)
9. I can demonstrate how to use appropriate procedures. (*S*)

Benchmark 4:

Manage and maintain technological tools and follow troubleshooting protocol.

Learning Targets (Type):

1. I can explain the workings of technological tools related to child development. (*K*)
2. I can apply reading skills in understanding and interpreting manuals related to technological tools used in the study of child development. (*S, R*)
3. I can identify and dissect technological troubleshooting skills when referring to manuals. (*K,R*)

Benchmark 5:

Apply technical information to a variety of sources.

Learning Targets (Type):

1. I can assess a variety of methods to observe and interpret children's growth and development. (*S*)
2. I can implement learning activities in all curriculum areas that meet the developmental needs of children. (*S,P*)
3. I can analyze biological processes that are related to prenatal development, birth, and health of child and mother. (*R,K*)
4. I can analyze the emotional factors of prenatal development and birth in relation to the health of parent and child. (*R*)

STANDARD 5: Students know and demonstrate the requirements of the workplace through authentic application.

Benchmark 1:

Practice and demonstrate academic and technical skills to a workplace setting.

Learning Targets (Type):

1. I can practice, and demonstrate my technical workplace skills in my school lab. (S)
2. I can research, write and present on the technical content utilizing academic skills found in workplace settings. (S)

Benchmark 2:

Apply the concepts of entrepreneurship.

Learning Targets (Type):

1. I can explain the concepts of entrepreneurship. (K)
2. I can demonstrate the concepts of entrepreneurship through a unique project. (S)
3. I can present my unique project to an authentic audience. (S)

Benchmark 3:

Identify possible outcomes and consequences of decisions.

Learning Targets (Type):

1. I can identify possible consequences of carelessness and horseplay. (K)
2. I can explain potential outcomes of not following directions, (i.e. safety, guidelines, rubrics). (K)

Benchmark 4:

Use acceptable industry standard equipment in a school setting.

Learning Targets (Type):

1. I can successfully use acceptable industry standard equipment to produce an authentic product within budget constraints. (S)