Education & Training Career Cluster
Early Childhood Education I
Course Number 20.52810

Course Description:

The Early Childhood Education I course is the foundational course under the Early Childhood Care & Education pathway and prepares the student for employment in early childhood education and services. The course addresses the knowledge, skills, attitudes, and behaviors associated with supporting and promoting optimal growth and development of infants and children. The pre-requisite for this course is advisor approval.

Course Standard 1

ET-ECE-1
The following standard is included in all CTAE courses adopted for the Career Cluster/Pathways. Teachers should incorporate the elements of this standard into lesson plans during the course. The topics listed for each element of the standard may be addressed in differentiated instruction matching the content of each course. These elements may also be addressed with specific lessons from a variety of resources. This content is not to be treated as a unit or separate body of knowledge but rather integrated into class activities as applications of the concept.

Standard: Demonstrate employability skills required by business and industry.
The following elements should be integrated throughout the content of this course.
1.1 Communicate effectively through writing, speaking, listening, reading, and interpersonal abilities.

Person-to-Person Etiquette	Telephone and Email Etiquette	Cell Phone and Internet Etiquette	Communicating At Work	Listening
Interacting with Your Boss	Telephone Conversations	Using Blogs	Improving Communication Skills	Reasons, Benefits, and Barriers
Interacting with Subordinates	Barriers to Phone conversations	Using Social Media	Effective Oral Communication	Listening Strategies
Interacting with Co-workers	Making and Returning Calls		Effective Written Communication	Ways We Filter What We Hear
Interacting with Suppliers	Making Cold Calls		Effective Nonverbal Skills	Developing a Listening Attitude
	Handling Conference Calls		Effective Word Use	Show You Are Listening
	Handling Unsolicited Calls		Giving and Receiving Feedback	Asking Questions
				Obtaining Feedback
				Getting Others to Listen

Nonverbal Communication	Written Communication	Speaking	Applications and Effective Résumés
Communicating Nonverbally	Writing Documents	Using Language Carefully	Completing a Job Application
Reading Body Language and mixed Messages	Constructive Criticism in Writing	One-on-One Conversations	Writing a Cover Letter
Matching Verbal and Nonverbal communication		Small Group Communication	Things to Include in a Résumé

Improving Nonverbal Indicators			Large Group Communication	Selling Yourself in a Résumé
Nonverbal Feedback			Making Speeches	Terms to Use in a Résumé
Showing Confidence Nonverbally			Involving the Audience	Describing Your Job Strengths
Showing Assertiveness			Answering Questions	Organizing Your Résumé
			Visual and Media Aids	Writing an Electronic Résumé
			Errors in Presentation	Dressing Up Your Résumé

1.2 Demonstrate creativity by asking challenging questions and applying innovative procedures and methods.

Teamwork and Problem Solving	Meeting Etiquette
Thinking Creatively	Preparation and Participation in Meetings
Taking Risks	Conducting Two-Person or Large Group Meetings
Building Team Communication	Inviting and Introducing Speakers
	Facilitating Discussions and Closing
	Preparing Visual Aids
	Virtual Meetings

1.3 Exhibit critical thinking and problem solving skills to locate, analyze and apply information in career planning and employment situations.

Problem Solving	Customer Service	The Application Process	Interviewing Skills	Finding the Right Job
Transferable Job Skills	Gaining Trust and Interacting with Customers	Providing Information, Accuracy and Double Checking	Preparing for an Interview	Locating Jobs and Networking
Becoming a Problem Solver	Learning and Giving Customers What They Want	Online Application Process	Questions to Ask in an Interview	Job Shopping Online
Identifying a Problem	Keeping Customers Coming Back	Following Up After Submitting an Application	Things to Include in a Career Portfolio	Job Search Websites
Becoming a Critical Thinker	Seeing the Customer's Point	Effective Résumés:	Traits Employers are Seeking	Participation in Job Fairs
Managing	Selling Yourself and the Company	Matching Your Talents to a Job	Considerations Before Taking a Job	Searching the Classified Ads
	Handling Customer Complaints	When a Résumé Should be Used		Using Employment Agencies
	Strategies for Customer Service			Landing an Internship
				Staying Motivated to Search

1.4 Model work readiness traits required for success in the workplace including integrity, honesty, accountability, punctuality, time management, and respect for diversity.

Workplace Ethics	Personal Characteristics	Employer Expectations	Business Etiquette	Communicating at Work
Demonstrating Good Work Ethic	Demonstrating a Good Attitude	Behaviors Employers Expect	Language and Behavior	Handling Anger
Behaving Appropriately	Gaining and Showing Respect	Objectionable Behaviors	Keeping Information Confidential	Dealing with Difficult Coworkers
Maintaining Honesty	Demonstrating Responsibility	Establishing Credibility	Avoiding Gossip	Dealing with a Difficult Boss

Playing Fair	Showing Dependability	Demonstrating Your Skills	Appropriate Work Email	Dealing with Difficult Customers
Using Ethical Language	Being Courteous	Building Work Relationships	Cell Phone Etiquette	Dealing with Conflict
Showing Responsibility	Gaining Coworkers' Trust		Appropriate Work Texting	
Reducing Harassment	Persevering		Understanding Copyright	
Respecting Diversity	Handling Criticism		Social Networking	
Making Truthfulness a Habit	Showing Professionalism			
Leaving a Job Ethically				

1.5 Apply the appropriate skill sets to be productive in a changing, technological, diverse workplace to be able to work independently and apply team work skills.

Expected Work Traits	Teamwork	Time Management
Demonstrating Responsibility	Teamwork Skills	Managing Time
Dealing with Information Overload	Reasons Companies Use Teams	Putting First Things First
Transferable Job Skills	Decisions Teams Make	Juggling Many Priorities
Managing Change	Team Responsibilities	Overcoming Procrastination
Adopting a New Technology	Problems That Affect Teams	Organizing Workspace and Tasks
	Expressing Yourself on a Team	Staying Organized
	Giving and Receiving Constructive Criticism	Finding More Time
		Managing Projects
		Prioritizing Personal and Work Life

1.6 Present a professional image through appearance, behavior and language.

On-the-Job Etiquette	Person-to-Person Etiquette	Communication Etiquette	Presenting Yourself
Using Professional Manners	Meeting Business Acquaintances	Creating a Good Impression	Looking Professional
Introducing People	Meeting People for the First Time	Keeping Phone Calls Professional	Dressing for Success
Appropriate Dress	Showing Politeness	Proper Use of Work Email	Showing a Professional Attitude
Business Meal Functions		Proper Use of Cell Phone	Using Good Posture
Behavior at Work Parties		Proper Use in Texting	Presenting Yourself to Associates
Behavior at Conventions			Accepting Criticism
International Etiquette			Demonstrating Leadership
Cross-Cultural Etiquette			
Working in a Cubicle			

Support of CTAE Foundation Course Standards and Georgia Standards of Excellence L9-10RST 1-10 and L9-10WHST 1-10:
Georgia Standards of Excellence ELA/Literacy standards have been written specifically for technical subjects and have been adopted as part of the official standards for all CTAE courses. Additional Georgia Standards of Excellence ELA/Literacy standards for Speaking and Listening are listed in the foundational course standards below.

Course Standard 2

ET-ECE-2
Examine how related student organizations are integral parts of career and technology education courses through leadership development, school and community service projects, and competitive events.
　　2.1　Research the history of FCCLA and/or FEA.
　　2.2　Discuss the mission, purpose, motto, colors, official dress and other distinguishing characteristics of FCCLA and/or FEA.
　　2.3　Explain how participation FCCLA and/or FEA can promote lifelong responsibility for community service and professional growth and development.
　　2.3　Create a personal leadership plan to participate in programs, conferences, community service and competitive events on the local, state, and national level that align with the competencies, skills and knowledge of this course.

Support of CTAE Foundation Course Standards and Georgia Standards of Excellence
ELACC9-10SL1: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
ELACC9-10SL4: Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

Course Standard 3

ET-ECE-3
Analyze career paths within early childhood education and care.
　　3.1　Describe career opportunities in early childhood care and education.
　　3.2　Explore opportunities for employment and entrepreneurial endeavors. Examine a variety of early childhood care and education settings.
　　3.3　Review the CDA Resource file requirements and begin assembly of a portfolio for this pathway.

Support of CTAE Foundation Course Standards and Georgia Standards of Excellence
ELACC9-10SL4: Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

Course Standard 4

ET-ECE-4
Identify the role of professionalism in early childhood care and guidance.
　　4.1　Identify personal characteristics required of an early childhood professional.
　　4.2　Summarize professional codes of ethical conduct.

4.3 Recognize skills and dispositions necessary to communicate and work in a team environment.

4.4 Analyze strategies to build rapport with families to provide support and aid in solving problems.

4.5 Examine early childhood care and education professional organizations.

Support of CTAE Foundation Course Standards and Georgia Standards of Excellence
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ELACC9-10SL4: Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

Course Standard 5

ET-ECE-5
Examine the theories of human development.
5.1 Describe how major theories of human development provide a basis for planning an environment and activities that are developmentally appropriate.

5.2 Research and explain human development theories: cognitive, psychosocial, psychoanalytical, and behaviorist.

5.3 Analyze the impact of heredity and environment on the developing child.

5.4 Investigate major child development theorist and theory contributions to the field of early childhood education.

5.5 Discuss the impact of human development theories on the evolution of early childhood care and learning.

Support of CTAE Foundation Course Standards and Georgia Standards of Excellence
ELACC9-10SL1: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
ELACC9-10SL2: Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
ELACC9-10SL4: Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

Course Standard 6

ET-ECE-6
Explore prenatal development and the growth, development, and care of the infant.
6.1 Discuss the importance of prenatal care and proper nutrition for mother and child.

6.2 Examine the harmful effects of drugs, alcohol and tobacco on the unborn child.

6.3 Identify environmental hazards and their effect on mother and child.

6.4 Discuss genetics and common genetic disorders.

6.5 Analyze the physical, emotional, social, and cognitive development of the infant.

6.6 Determine strategies that promote the health and safety of an infant.

6.7 Analyze recent research in brain development.

Support of CTAE Foundation Course Standards and Georgia Standards of Excellence
ELACC9-10SL1: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
ELACC9-10SL4: Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
SB2: Students will analyze how biological traits are passed on to successive generations.
　　d. Describe the relationships between changes in DNA and potential appearance of new traits including
　　　Alterations during replication:
　　　• Insertions
　　　• Deletions
　　　• Substitutions
　　　Mutagenic factors that can alter DNA:
　　　• High energy radiation (x-rays and ultraviolet)
　　　• Chemical

Course Standard 7

ET-ECE-7
Explore the growth, development, and care of the toddler.
　　7.1　Analyze the physical, emotional, social, and cognitive development of the toddler.
　　7.2　Determine strategies that promote the health and safety of toddler, including those with special needs.

Course Standard 8

ET-ECE-8
Explore the growth, development, and care of the preschool child.
　　8.1　Analyze the physical, emotional, social, and cognitive development of the preschool child.
　　8.2　Determine strategies that promote the health and safety of the preschool child, including those with special needs.

Course Standard 9

ET-ECE-9
Survey the growth and development of the school age child, 6-12 years of age.
　　9.1　Analyze the physical, emotional, social, and cognitive development of the school age child.
　　9.2　Discuss strategies that promote the health and safety of the school age child, including those with special needs.

Support of CTAE Foundation Course Standards and Common Core GPS and Georgia Performance Standards
ELACC9-10SL1: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
ELACC9-10SL4: Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

Course Standard 10

ET-ECE-10
Identify techniques for positive collaborative relationships with children.
    10.1 Explain the components of effective communication with children.
    10.2 Examine guidance approaches that include modeling, behavior modification, and cognitive and psychoanalytic approaches.
    10.3 Determine developmentally appropriate practices that promote self-discipline.
    10.4 Distinguish guidance strategies, including direct and indirect, that promote positive behavior in children.
    10.5 Determine the impact of physical punishment, threats and other negative guidance on children.
    10.6 Examine the impact of supervision on children's learning.
    10.7 Discuss principles for working with children displaying negative behavior.

Support of CTAE Foundation Course Standards and Georgia Standards of Excellence
ELACC9-10SL1: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
ELACC9-10SL4: Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

Course Standard 11

ET-ECE-11
Determine components of a well-organized, developmentally appropriate learning environment.
    11.1 Identify ways that the activity/interest centers and learning stations enhance the development of children.
    11.2 Describe and set up activity/interest centers and learning stations within the environment.
    11.3 Describe the role of play as a basis for learning in infant, toddler, preschool, and elementary age children.
    11.4 Examine the teacher's role in play environments.
    11.5 Evaluate appropriate indoor and outdoor play environments for various age groups.
    11.6 Design an early childhood classroom that promotes a healthy and safe physical and psychological environment that promotes development and learning.
    11.7 Evaluate strategies to adapt the learning environment for children with special needs.

Support of CTAE Foundation Course Standards and Georgia Standards of Excellence
ELACC9-10SL1: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
ELACC9-10SL2: Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
ELACC9-10SL4: Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

Course Standard 12

ET-ECE-12
Examine program management and curriculum in early childhood education and care.
   12.1   Demonstrate the ability to identify children's needs, interests, and abilities.
   12.2   Research and compare ways to develop program philosophies, goals, and objectives.
   12.3   Examine a variety of curriculum and instructional models.
   12.4   Research criteria for creating an age appropriate curriculum.
   12.5   Identify the components of a lesson plan.
   12.6   Examine formats for monthly, weekly, and daily lesson plans.
   12.7   Critique evaluation criteria for the lesson.
   12.8   Describe essentials of effective record keeping.

Support of CTAE Foundation Course Standards and Georgia Standards of Excellence
ELACC9-10SL1: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
ELACC9-10SL2: Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
ELACC9-10SL4: Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
ELACC9-10SL5: Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

Course Standard 13

ET-ECE-13
Incorporate diversity throughout early childhood education and care.
   13.1   Examine practices that include, but are not limited to, multicultural and linguistic diversity in early childhood care and education.
   13.2   Examine practices to include learning diversities in early childhood care and education.
   13.3   Investigate developmentally appropriate materials, lessons, and activities that promote children's respect for diversity.