Department of Teaching & Learning
Parent/Student Course Information

Early Childhood Education I
(VO 8285)
Three Credits, One Year
Grade 11

Counselors are available to assist parents and students with course selections and career planning. Parents may arrange to meet with the counselor by calling the school's guidance department.

COURSE DESCRIPTION
This comprehensive course is designed to help students meet the challenges of their daily lives with confidence. Early Childhood Education I is the first year in the sequence. Students will learn basic information and practical skills related to such topics as interpersonal and family relationships, career preparation, financial management, life management, healthy living, foods and nutrition, clothing, and housing.

CERTIFICATION
None

STUDENT ORGANIZATION
Family, Career and Community Leaders of America (FCCLA)
FCCLA is a national career and technical student organization that promotes personal growth and leadership through Family and Consumer Sciences education. As part of the FACS curriculum, the FCCLA framework helps students develop character, think creatively and critically and prepare for careers through practical knowledge and specific skills.

PREREQUISITE
None

OPTIONS FOR NEXT COURSE
Early Childhood Education II

REQUIRED STUDENT TEXTBOOK
Working with Young Children, 2016

COMPETENCIES FOR EARLY CHILDHOOD EDUCATION I

Demonstrating Workplace Readiness Skills: Personal Qualities and People Skills
1   Demonstrate positive work ethic.
2   Demonstrate integrity.
3   Demonstrate teamwork skills.
4   Demonstrate self-representation skills.
5   Demonstrate diversity awareness.
6   Demonstrate conflict-resolution skills.
7   Demonstrate creativity and resourcefulness.
8   Demonstrate effective speaking and listening skills.
9   Demonstrate effective reading and writing skills.
10   Demonstrate critical-thinking and problem-solving skills.
11   Demonstrate healthy behaviors and safety skills.
12   Demonstrate an understanding of workplace organizations, systems and climates.
13   Demonstrate lifelong-learning skills.
14   Demonstrate job-acquisition and advancement skills.
15   Demonstrate time-, task- and resource-management skills.
16   Demonstrate job-specific mathematics skills.
17   Demonstrate customer-service skills.
18   Demonstrate proficiency with technologies common to a specific occupation.
19   Demonstrate information technology skills.
20   Demonstrate an understanding of Internet use and security issues.
21   Demonstrate telecommunications skills.

Examining All Aspects of an Industry
22   Examine aspects of planning within an industry/organization.
23   Examine aspects of management within an industry/organization.
24   Examine aspects of financial responsibility within an industry/organization.
25   Examine technical and production skills required of workers within an industry/organization.
26   Examine principles of technology that underlie an industry/organization.
27   Examine labor issues related to an industry/organization.
28   Examine community issues related to an industry/organization.
29   Examine health, safety and environmental issues related to an industry/organization.

Addressing Elements of Student Life
30   Identify the purposes and goals of the student organization.
31   Explain the benefits and responsibilities of membership in the student organization as a student and in professional/civic organizations as an adult.
32   Demonstrate leadership skills through participation in student organization activities, such as meetings, programs, and projects.
33   Identify Internet safety issues and procedures for complying with acceptable use standards.

Balancing Work and Family
34   Analyze the meaning of work and the meaning of family.
35   Compare how families affect work life and how work life affects families.
36   Identify management strategies for balancing work and family roles.

Providing a Positive, Safe and Healthy Learning Environment
37   Identify ways to manage physical space to maintain a developmentally appropriate learning environment for each child.

38   Explain state and local health and safety regulations for an early childhood education environment.
39   Demonstrate strategies designed to teach children personal health, safety, and sanitation habits.
40   Give examples of meals and snacks that accommodate allergies and promote healthy eating practices.
41   Describe signs and symptoms of child abuse and neglect and the role of a mandated reporter.
42   Describe signs and symptoms of child trauma.
43   Describe the procedures for completing a daily child health check.
44   Identify procedures for staff, parents, and children that promote prevention of childhood illnesses and communicable diseases.
45   Outline security procedures for an early childhood education environment.
46   Explain the emergency and safety procedures that are used in an early childhood education environment.

Promoting Physical, Cognitive, Language, Social and Emotional Development
47   Analyze child development theories and their implications for early childhood education best practices.
48   Examine a variety of research-based assessment methods and tools that are used to interpret a child's growth and development.
49   Describe cultural, family, and environmental factors that may affect a child's development.
50   Identify developmental needs of a child.
51   Explain developmentally appropriate practices that promote children's growth and development.
52   Identify developmentally appropriate guidelines for positive guidance.
53   Describe problem-solving skills that are practiced with children to promote their positive social interaction and intellectual growth.
54   Identify the interpersonal skills that promote positive and productive relationships with children.

Exploring Curricula Responsive to Children's Needs
55   Examine a variety of research-based curriculum and instructional models used in early childhood education.
56   Plan developmentally appropriate learning experiences in all curriculum areas.
57   Analyze an integrated curriculum that incorporates a child's language, learning styles, home experiences, and cultural values into developmentally appropriate learning experiences.
58   Identify a variety of teaching methods to accommodate each child's learning style.
59   Evaluate learning centers that encourage a child's interests, exploration, discovery and development.
60   Create a schedule of activities, routines and transitions.

Promoting Positive and Productive Relationships with Families
61   Identify strategies for constructive and supportive interactions that promote strong family partnerships.
62   Assess ways to share information with parents/guardian regarding developmental topics and concerns related to children.

Maintaining Careers and Professionalism
63   Explain the current and emerging roles and functions of individuals engaged in careers related to early childhood education.
64   Examine education and training requirements and opportunities for career paths in early childhood education and services.
65   Identify opportunities for continuing education and training in early childhood education and related fields.
66   Describe ethical standards of professional organizations that are associated with early childhood education.
67   Explore federal, state, and local government regulations that impact children, families, and programs.
68   Complete a self-assessment to identify personal assets.
69   Describe the desired characteristics of professionals working with young children.

70   Examine the changing social and family dynamics that have increased the need for early childhood education and services.

Aaron C. Spence, Ed.D., Superintendent
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For further information please call (757) 263-1070.

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To seek resolution of grievances resulting from alleged discrimination or to report violations of these policies, please contact the Title VI/Title IX Coordinator/Director of Student Leadership at (757) 263-2020, 1413 Laskin Road, Virginia Beach, Virginia, 23451 (for student complaints) or the Section 504/ADA Coordinator/Chief Human Resources Officer at (757) 263-1133, 2512 George Mason Drive, Municipal Center, Building 6, Virginia Beach, Virginia, 23456 (for employees or other citizens). Concerns about the application of Section 504 of the Rehabilitation Act should be addressed to the Section 504 Coordinator/ Executive Director of Student Support Services at (757) 263-1980, 2512 George Mason Drive, Virginia Beach, Virginia, 23456 or the Section 504 Coordinator at the student's school. For students who are eligible or suspected of being eligible for special education or related services under IDEA, please contact the Office of Programs for Exceptional Children at (757) 263-2400, Laskin Road Annex, 1413 Laskin Road, Virginia Beach, Virginia, 23451.

Alternative formats of this publication which may include taped, Braille, or large print materials are available upon request for individuals with disabilities. Call or write The Department of Teaching and Learning, Virginia Beach City Public Schools, 2512 George Mason Drive, P.O. Box 6038, Virginia Beach, VA 23456-0038. Telephone 263-1070 (voice); fax 263-1424; 263-1240 (TDD) or email at Kathleen.Vuono@vbschools.com.

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