EARLY CHILDHOOD EDUCATION 1
Academic Standards and Curriculum Resource
Course Code - 5700

SECONDARY CURRICULUM

EARLY CHILDHOOD EDUCATION 1
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Course Code - 5700

Early Childhood Education 1 is designed to provide students with hands-on opportunities to actively explore and observe the world of children and prepare them for educational and administrative careers in the field. This course provides an in-depth study of career paths, developmentally appropriate practices, curriculum development, safe and healthy learning environments, and collaborative relationships. Integration of the Family and Consumer Sciences student organization, Family Careers, and Community Leaders of America (FCCLA), enhances this curriculum.

Credit: 1 (120 hours), 2 (240 hours), or 3 (360 hours)

(R43-234--Schools may award one unit of credit for an academic standards-based course that requires a minimum of 120 hours of instruction.)

NONTRADITIONAL PROGRAM FOR MALES

National Certification: Early Childhood Assessment
                                      http://www.aafcs.org/res/Credentialing/
                                      PreProfessionalAnnouncementbrief0308.pdf

                                      ETS ParaPro Assessment
                                      http://www.ets.org/Media/Tests/ParaPro_Assessment/0755.pdf

Program Accreditation: National Association for the Education of Young Children (NAEYC)
                                      http://www.naeyc.org/

Grade Level: 10-11

**Recommended Maximum
Class Size:**   24

**Recommended course(s)
Prior to ECE 1:**   Introduction to Early Childhood Education or
                                      Child Development 1 and/or 2

Textbooks:

Glencoe/McGraw-Hill
Child and Adult Care Professionals, 3rd edition   *Author:*
ISBN-0078290139

The Child and Adult Care Professional is logically sequenced. The text includes ethics in action, independence skills, boosting brain power, safety first, intergenerational interaction, and how-to sections throughout the book. Information on the early childhood theorists is very comprehensive. Students are exposed to not only the care of children but also the care of adults. Job seeking and job keeping skills, critical thinking, and practical application information is included. The supplementary materials include observation skills, a lab manual, application strategies, activity and career profile cards, study guides, power points, and test banks. The Child Development Associate credential competencies are correlated.

Goodheart-Willcox Company

Working with Young Children
Authors: Karen Stephens and Maxine Hammonds-Smith   2004

Working with Young Children includes very good information on portfolio development and developmentally appropriate practices. Websites are listed at the end of each chapter. Up-to-date terminology and theorist information are incorporated. Excellent chapter activities are provided. Outlines of professional and student organizations are included. The accompanying CD includes power points, and exam view and uses the same format as the teacher's resource book.

ETA Cuisenaire

Author: Miriam Trehearne
Miriam Trehearne's Comprehensive Literacy Resources for Pre-School Teachers, 1st Edition
Guides for grades: preschool, kindergarten, 1-2, 3-6,

Miriam Trehearne's Comprehensive Literacy Resources are excellent for advanced level secondary students interested in teaching preschool, kindergarten, 1-2, and/or 3-6 grades. The guides provide a foundation that prepares students for early childhood education clinical experiences. Information matches the National Association for the Education of Young Children (NAEYC) standards. Emphasis is placed on professionalism, ethics, home school relations and high standards. The guides are sequential and user friendly.

Holt McDougal-AP

Beginning and Beyond is a text used by higher education to teach ECD 101. The text is an excellent dual credit textbook for advanced level students. The National Association for the Education of Young Children (NAEYC) standards are included. The text features voices of experience, a code of ethics and commitment, historical insights, and thorough coverage of the early childhood theorists. A video viewpoint, professional websites, and what you think sections are highlighted throughout the book. An on-line companion with activities and additional information is available.

www.mysctextbooks.com

Employment Opportunities:

Less than a Baccalaureate Degree: child care workers, early childhood assistant, elementary assistant, group worker and assistant, nanny, special education assistant

Baccalaureate Degree: child day care director, child life specialist, coach, physical trainer, teacher

More than a Baccalaureate Degree: child psychologist, college/university faculty, guidance counselors, speech therapists

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TABLE OF CONTENTS

Key Elements in this Document

Academic Standards

Core Academic Standards
Unit A in this document consists of core academic standards that are reinforced in the sample learning strategies. The standards and indicators are copied from the academics files and pasted in this document to provide a user-friendly comprehensive method of referring to the standards and indicators in addition to allowing the user to make collaborative connections with teachers from other subject areas.

The standards are listed without the indicator, initially, to provide a snapshot of core academic course skills reinforced in the curriculum. Further in the document, the academic standards are listed with the indicators based on content reinforced in the class. The listed indicators provide a venue for increased collaborative instruction.

Early Childhood Education (ECE) Academic Standards

Early Childhood Education courses are offered in a number of different ways throughout the state. Some courses are offered in comprehensive high schools and others in career centers. The courses are offered all year every day, 4X4 block or AB block. Some classes may last for 50 minutes and others are offered for up to 150 minutes. Therefore, we have reduced the number of ECE academic standards significantly. This provides an opportunity for teachers to do a thorough job of teaching the standards and students have more of an opportunity to meet the standards despite the differences in scheduling.

Reducing the number of standards is supported by several successful whole school reform initiatives. When broad concepts are simplified and reduced, course content is limited and provides an opportunity for every student to master related technical skills and content knowledge.

"Less is more, the secret of teaching for the 21st century: Curriculum planning in the 21st century is really about going deeper, not wider…"
Retrieved from World Humanities http://www.worldhumanities.com/less-is-more.html

Unit Content for Each ECE Academic Standard

Comprehensive unit plans have been developed for each standard and consist of:

FCS Academic Standard is a unit goal that requires the application of higher order thinking skills to reach a high level of performance.

FCS National Standard provides a national structure for identifying what students should know and be able to do.

Resource Alignment provides references to the Personal Skills Curriculum resources

Academic Alignment emphasizes the compatibility between academic and FCS course content. Maximizes the use of instructional time by showing students how to apply knowledge gained in other subject areas FCS content reflective of real life situations.

Key for Academic Alignment Abbreviations

ELA	English Language Arts	EA	Elementary Algebra
E	Economics	IA	Intermediate Algebra
USG	United States Government	G	Geometry
USHC	United States History and Constitution	DAP	Data Analysis and Probability
PS	Physical Science	PC	Precalculus
B	Biology	HE	Health and Safety Education
C	Chemistry	ISTE	Technology
P	Physics		

Essential Questions helps students to personalize learning and evokes a desire to dig deeper and learn more.

Indicators show the knowledge and skills necessary to successfully meet the standard.

Sample Learning Strategies are suggested and written in terms of what the students will do to place more emphasis on the student.

Formative Assessments focuses on the learning process in order to modify instruction to improve student attainment.

FCCLA Alignments provides information (based on the national standard) to integrate co-curricular student organization concepts in instructional strategies.

Resources are a listing of websites and books that enhance the subject matter for the teacher and the students.

Unit Plan Example

B. Career Paths and Employment

SC Standard B1: Analyze education, training requirements, and opportunities for early childhood career paths.

FACS Nat'l Standard:
4.1 Analyze career paths within early childhood, education, and related services.

Early Childhood Education Assessment/Credential: 1A. Explain the roles and functions of individuals engaged in early childhood, education, and services. 1B. Analyze opportunities for employment and entrepreneurial endeavors in early childhood, education, and services. 1C. Identify the personal qualities and abilities needed to be effective with children. 1D. Summarize education and training requirements and opportunities for career paths in early childhood, education, and services.

National Association for the Education of Young Children (NAEYC):Core Standard 6 Becoming a Professional- 6a.Identifying and involving oneself with the early childhood field; 6b.Knowing about and upholding ethical standards and other professional guidelines; 6d.Integrating knowledgeable reflective, and critical perspectives on early education; 6e.Engaging in informed advocacy for children and the profession.

ParaPro Assessment (0755): I. Understand, interpret, and analyze a wide range of text. III. Assess knowledge of mathematical concepts and ability to apply them to abstract and real-life situations. V. Assess the ability to identify errors in standard written English, word usage, punctuation and spelling and identify parts of a sentence, and parts of speech.

Academic Alignment: ELA A1, A2, A3, A4, A5, A6; E A7, A8, A9, A10; USG A11, A12, A13, A14; EA A21, IA A22, A23; G A24; DA A25, A26, A27, A28; PC A 29; HE A31, A32, A33, A34, A35, A36, A37; ISTE A38, A39, A40, A41, A42, A43

Essential Question(s):
What are personal goals for education, training and career opportunities in early childhood?

⊞ Indicators:

What Students Should Know:	What Students Should Be Able to Do:
1. Career paths	1. Assess interest areas to determine potential career pathways including career ladders.
2. Professional character traits	2. Analyze the characteristics of professionals working with young children
3. Roles and responsibilities	3. Differentiate the roles and responsibilities in various early childhood careers.
4. Education and training requirements	4. Examine education and training requirements and opportunities for career paths in early childhood education and services.
5. Professional development	5. Identify professional development opportunities.
6. Career information resources	6. Examine career information resources based on personal and professional needs.

- ➤ **Unit topic**

- ➤ **FCS academic standard**

- ➤ **FCS National Standard alignment**

- ➤ **AAFCS PrePAC Alignments**

- ➤ **NAEYC Standards Alignments**

- ➤ **ParaPro alignments**

- ➤ **Academic alignments** based on the indicators and learning strategies

- ➤ **Essential Question** sets focus for the unit and initiates creative and critical thinking.

- ➤ **Indicators** written in terms of what the student should know and do to acquire the knowledge and skills to successfully meet the standard.

Sample Learning Strategies

1.1 Give an oral and/or visual technology-based presentation on selected careers.

1.2 Categorize character traits of early childhood personnel by different careers. Explain the importance of the listed character traits to positively influence growth and development.

2.1 Conduct self-assessments to determine personal characteristics. Compare personal character to career options related to early childhood. Present findings to peers.

2.2 Analyze scenarios depicting individuals with different character traits. Decide on individuals who would be best suited for early childhood education positions. Substantiate choices based on factual information.

3.1 Invite local early childhood professionals to present information to the class regarding their roles and responsibilities. Pose questions to gain information. Write a short summary of the presentation and include what was known, what additional information is wanted, and what was learned (KWL).

4.1 List education training requirements and opportunities for career paths related to early childhood and education.

5.1 Identify opportunities for continuing education and training in early childhood education and related fields and explain why education is important.

5.2 Research opportunities for continuing education and growth. Develop a professional development workshop for peers. Conduct peer evaluations.

6.1 Plan and implement a career fair for the class. Invite aspiring early childhood education students to the career fair. Conduct a career fair evaluation from the perspective of the presenters and attendees. Develop an analysis of the results showing what worked well, what needs improvements, what should be added for future fairs, and what should be eliminated. Discuss results with peers.

6.2 Develop a brochure/flyer for early childhood education resources. Cite resources appropriately and distribute to different audiences. Conduct informal surveys to determine the quality of the disseminated information.

> **Sample Learning Strategies** are written in terms of what the student will do to acquire the knowledge and skills to successfully meet the standard.

Formative Assessments:

Presentations, student self-evaluation, peer evaluations, class discussions, performances to demonstrate learning, projects with several interval products, student conferencing to discuss student learning, growth, and needs, parent conferencing, student record keeping, teacher-student conferences

> Formative **assessments** are indicated in the Sample Learning Strategies

FACS Student Organization-Family, Community and Career Leaders of America (FCCLA) http://www.fcclainc.org/

APPLICATION/ASSESSMENT THROUGH FCCLA

Career Connection: ACCESS SKILLS for Career Success; SIGN ON to the Career Connection; PROGRAM Career Steps; INTEGRATE Work and Life

Dynamic Leadership: Problem Solving for Leaders; Teamwork for Leaders; Conflict Management for Leaders

Families First: Balancing Family and Career; Parent Practice

Leaders at Work: on-the-job entrepreneurship projects; Early Childhood, Education and Services leadership projects

Power of One: A Better You; Speak Out for FCCLA; Working on Working

STAR Events: Entrepreneurship; Job Interview

Resources:

www.bls.gov/oco (Bureau of Labor Statistics) Occupational Outlook Handbook

www.census.gov (U.S. Census Bureau) includes teaching tools

www.childstats.gov (ChildStats.gov) helpful statistics about children and families in the U.S.

www.consumer.gov/children.htm (Consumer Information for Children)

www.nccic.org (National Child Care Information Center) U.S. Department of Health and Human Services: an electronic question-answering service about childcare issues, links to childcare resource list and directories

www.naeyc.org (National Association for the Education of Young Children) a national network that work with on behalf of children from birth through age 8.

➤ **FCCLA** is the co-curricular Career and Technology Education student organization for FCS.

➤ **Resources** provide a venue for students/teachers to access information that supports classroom instruction and learning.

ACADEMICS OUTLINE (Integrated in ECE Academic Standards)
ENGLISH LANGUAGE ARTS
SCStandard A1. The student will read and comprehend a variety of literary text in print and non-print format.

SCStandard A2. Reading: Understanding And Using Informational Text (SC E1-2)
The student will read and comprehend a variety of informational texts in print and non-print.

SCStandard A3 Reading: Building Vocabulary (SC E1-3)
The student will use word analysis and vocabulary strategies to read fluently.

SCStandard A4. Writing: Developing Written Communications (SC E1-4)
The student will create written work that has a clear focus, sufficient detail, coherent organization, effective use of voice, and correct use of the conventions of written Standard American English.

SCStandard A5. Writing: Producing Written Communications In A Variety Of forms (SC E1-5)
The student will write for a variety of purposes and audiences.

SCStandard A6. Researching: Applying The Skills Of Inquiry And Oral Communication (SC E1-6)
The student will access and use information from a variety of sources.

ECONOMICS
SCStandard A7. The student will demonstrate an understanding of how scarcity and choice impact the economic activity of individuals, families, communities, and nations. **(ECON-1)**

SCStandard A8. The student will demonstrate an understanding of the sources of income and growth in a free-enterprise economy. **(ECON-3)**

SCStandard A9. The student will demonstrate an understanding of the roles that federal, state, and local governments play in the operation of markets in the United States. **(ECON-6)**

SCStandard A10: The student will demonstrate an understanding of the national economy and economic policies in the United States. **(ECON-7)**

UNITED STATES GOVERNMENT
SCStandard A11. The student will demonstrate an understanding of the United States Government – its origins and its functions. **(USG – 1)**

SCStandard A12. The student will demonstrate an understanding of the foundations of the American republic—its basic democratic principles and its political systems. **(USG-2)**

SCStandard A13. The student will demonstrate an understanding of the continuing role of the United States Constitution in the defining and shaping of American government and society. **(USG – 3)**

SCStandard A14. The student will demonstrate an understanding of the concept of personal and civic rights and responsibilities and the role of the citizen in American democracy. **(USG-5)**

UNITED STATES HISTORY AND CONSTITUTION
SCStandard A15. The student will demonstrate an understanding of major social, political, and economic developments that took place in the United States during the second half of the nineteenth century. **(USHC-5)**

SCStandard A16. The student will demonstrate an understanding of the social, economic, and political events that impacted the United States during the Cold War era. **(USHC – 9)**

PHYSICAL SCIENCE
SCStandard A17. The student will demonstrate an understanding of how scientific inquiry and technological design, including mathematical analysis, can be used appropriately to pose questions, seek answers, and develop solutions.

Biology

SCStandard A18. The student will demonstrate an understanding of how scientific inquiry and technological design, including mathematical analysis, can be used appropriately to pose questions, seek answers, and develop solutions.

CHEMISTRY

SCStandard A19. The student will demonstrate an understanding of how scientific inquiry and technological design, including mathematical analysis, can be used appropriately to pose questions, seek answers, and develop solutions.

PHYSICS

SCStandard A20. The student will demonstrate an understanding of how scientific inquiry and technological design, including mathematical analysis, can be used appropriately to pose questions, seek answers, and develop solutions.

ELEMENTARY ALGEBRA

SCStandard A21. The student will understand and utilize the mathematical processes of problem solving, reasoning, and proof, communication, connections, and representation.

INTERMEDIATE ALGEBRA

SCStandard A22. The student will understand and utilize the mathematical processes of problem solving, reasoning, and proof, communication, connections, and representation.

SCStandard A23. The student will demonstrate through the mathematical processes an understanding of sequences and series.

GEOMETRY

SCStandard A24: The student will understand and utilize the mathematical processes of problem solving, reasoning and proof, communication, connections, and representation.

DATA ANALYSIS AND PROBABILITY

SCStandard A25. The student will understand and utilize the mathematical processes of problem solving, reasoning, and proof, communication, connections, and representation.

SCStandard A26. The student will demonstrate through the mathematical processes an understanding of the design of a statistical study.

SCStandard A27. The student will demonstrate through the mathematical processes an understanding of the methodology for collecting, organizing, displaying, and interpreting data.

SCStandard A28. The student will demonstrate through the mathematical processes an understanding of the basic concepts of probability.

PRECALCULUS

SCStandard A29. The student will understand and utilize the mathematical processes of problem solving, reasoning, and proof, communication, connections, and representation.

HEALTH AND SAFETY EDUCATION

SCStandard A30. The student will comprehend concepts related to health promotion to enhance health.
SCStandard A31. The student will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.
SCStandard A32. The student will demonstrate the ability to access valid information and products and services to enhance health.
SCStandard A33. The student will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.
SCStandard A34. The student will demonstrate the ability to use decision-making skills.
SCStandard A35. Student will demonstrate the ability to use goal-setting skills to enhance health.
SCStandard A36. The student will demonstrate the ability to practice health-enhancing behaviors and to avoid or reduce health risks.

SCStandard A37.: The student will demonstrate the ability to advocate for personal, family, and consumer health.

TECHNOLOGY

Standard A38. Students demonstrate creative thinking, construct knowledge, and develop innovative products and process using technology (Creativity and Innovation).

Standard A39. Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others (Communication and Collaboration).

Standard A40. Students apply digital tools to gather, evaluate, and use information (Research and Information Fluency).

Standard A41. Student use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources (Critical Thinking, Problem Solving, and Decision Making).

Standard A42. Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior (Digital Citizenship).

Standard A43. Students demonstrate a sound understanding of technology concepts, systems and operations (Technology Operations and Concepts).

ECE ACADEMIC STANDARDS

B. CAREER PATHS AND EMPLOYMENT

B1. Analyze education, training requirements, and opportunities for early childhood career paths.

C. DEVELOPMENTALLY APPROPRIATE PRACTICES

C1. Analyze effective strategies and available resources for each domain of early childhood development.

D. CURRICULUM

D1. Evaluate developmentally appropriate lessons for content areas.

E. SAFE AND HEALTHY LEARNING ENVIRONMENT

E1. Evaluate learning environments and activities to ensure safe, sanitary, and healthy practices.

F. COLLABORATIVE RELATIONSHIPS

F1. Model effective collaborative relationship skills.

A. Academic Standards and Indicators (Integrated in ECE Academic Standards)

ENGLISH LANGUAGE ARTS
http://ed.sc.gov/agency/programs-services/59/documents/StateBoardApprovedFinalMay14.pdf

SC Standard A1. Reading: Understanding and Using Literary Texts The student will read and comprehend a variety of literary text in print and non-print format. **(SC E1-4.1)**
- Compare/contrast ideas within and across literary text to make inferences.
- Create responses to literary text through a variety of methods (for example written works, oral and auditory presentation, discussions, media productions, and the visual and performing arts).
- Read independently for extended periods of time for pleasure.

Common Core Alignments – Anchor Standards:
http://ed.sc.gov/agency/programs-services/190/documents/CCSSI_ELAStandards.pdf
READING STANDARDS – PAGE 35
Key Ideas and Details
1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
3. Analyze how and why individuals, events, or ideas develop and interact over the course of a text.
Range of Reading and Level of Text Complexity
10. Read and comprehend complex literary and informational texts independently and proficiently.
WRITING STANDARDS – PAGE 41
Text Types and Purposes*
1. Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.
2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.
SPEAKING AND LISTENING – PAGE 48
Comprehension and Collaboration
1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.
Presentation of Knowledge and Ideas
4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.
LANGUAGE – PAGE 51
Knowledge of Language
3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
Vocabulary Acquisition and Use
4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

SC Standard A2. Reading: Understanding And Using Informational Text The student will read and comprehend a variety of informational texts in print and non-print. **(SC E1-4.2)**
- Compare/contrast information within and across texts to draw conclusions and make inferences.
- Create responses to informational texts through a variety of methods (for example, drawings, written works, oral and auditory presentation, discussions, and media productions)
- Read independently for extended periods of time to gain information.
- Analyze information from graphic features (charts and graphs) in informational texts.
Common Core Alignments – Anchor Standards:
http://ed.sc.gov/agency/programs-services/190/documents/CCSSI_ELAStandards.pdf
READING STANDARDS – PAGE 35
Integration of Knowledge and Ideas
7. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.*
8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

Range of Reading and Level of Text Complexity

10. Read and comprehend complex literary and informational texts independently and proficiently.

WRITING STANDARDS

Text Types and Purposes*

1. Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.

2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.

SPEAKING AND LISTENING – PAGE 48

Presentation of Knowledge and Ideas

4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

LANGUAGE – PAGE 51

Knowledge of Language

3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Vocabulary Acquisition and Use

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

SC Standard A3 Reading: Building Vocabulary The student will use word analysis and vocabulary strategies to read fluently. **(SC E1-4.3)**

- Use context clues to determine the meaning of technical terms and other unfamiliar words.

- Interpret euphemisms (the substitute of a mild and pleasant expression for a harsh and blunt one) and connotations (the implicit, rather than the explicit meaning of a word) of words to understand the meaning of a given text.

Common Core Alignments – Anchor Standards:
http://ed.sc.gov/agency/programs-services/190/documents/CCSSI_ELAStandards.pdf
READING STANDARDS – PAGE 35
Craft and Structure
4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
LANGUAGE – PAGE 51
Knowledge of Language
3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
Vocabulary Acquisition and Use
4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

SC Standard A4. Writing: Developing Written Communications The student will create written work that has a clear focus, sufficient detail, coherent organization, effective use of voice, and correct use of the conventions of written Standard American English. **(SC E1-4.4)**

- Organize written works using prewriting techniques, discussions, graphic organizers, models, and outlines.
- Use complete sentences in a variety of types (including simple, compound, complex, and compound-complex).
- Use grammatical conventions of written Standard American English.
- Edit written pieces for correct use of Standard American English including reinforcement of the mechanics previously taught.

Common Core Alignments – Anchor Standards:
http://ed.sc.gov/agency/programs-services/190/documents/CCSSI_ELAStandards.pdf
WRITING STANDARDS – PAGE 41
Production and Distribution of Writing
4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
Range of Writing
10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
LANGUAGE – PAGE 51
Conventions of Standard English
1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
Vocabulary Acquisition and Use
4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

SC Standard A5. Writing: Producing Written Communications in a Variety Of forms
The student will write for a variety of purposes and audiences. **(SC E1-4.5)**
- Create informational pieces that use language appropriate for the specific audience.
- Create technical pieces that use clear and precise language appropriate for the purpose and audience.
- Compose effective pieces of writing to respond to prompts in "on demand" situations.
- Create descriptions for use in other modes of written works (for example, personal essays, travel writing, or restaurant reviews) that use sensory images and vivid word choice.
Common Core Alignments – Anchor Standards:
http://ed.sc.gov/agency/programs-services/190/documents/CCSSI_ELAStandards.pdf
WRITING STANDARDS – PAGE 41
Text Types and Purposes*
1. Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.
2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.

Research to Build and Present Knowledge

7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

<u>LANGUAGE – PAGE **51**</u>

Conventions of Standard English

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Vocabulary Acquisition and Use

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

SC Standard A6. Researching: Applying The Skills Of Inquiry And Oral Communication
The student will access and use information from a variety of sources. **(SC E1-4.6)**

- Clarify and refine a research topic.
- Use vocabulary including Standard American English that is appropriate for the particular audience or purpose.
- Use a variety of print and electronic reference materials.
- Select appropriate graphics, in print or electronic form, to support written works, oral presentations, and visual presentations.
- Use a standardized system of documentation (including a list of sources with full publication information and the use of in-text citations) to properly credit the work of others.
- Create written works, oral and auditory presentations, and visual presentations that are designed for a specific audience and purpose.
- Design and carry out research projects by selecting a topic, constructing inquiry questions, accessing resources, evaluating credibility, and organizing information.

Common Core Alignments – Anchor Standards:
http://ed.sc.gov/agency/programs-services/190/documents/CCSSI_ELAStandards.pdf

WRITING STANDARDS – PAGE 41
Text Types and Purposes*
1. Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.
2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.
Production and Distribution of Writing
4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
Research to Build and Present Knowledge
7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
9. Draw evidence from literary or informational texts to support analysis, reflection, and research.
Range of Writing
10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

SPEAKING AND LISTENING – PAGE 48
Comprehension and Collaboration
1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.
Presentation of Knowledge and Ideas
4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.
LANGUAGE – PAGE 51
Conventions of Standard English
1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Knowledge of Language

3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Vocabulary Acquisition and Use

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

SOCIAL STUDIES ACADEMIC STANDARDS

http://ed.sc.gov/agency/se/Teacher-Effectiveness/Standards-and-Curriculum/documents/FINALAPPROVEDSSStandardsAugust182011.pdf

Economics

SC Standard A7. The student will demonstrate an understanding of how scarcity and choice impact the economic activity of individuals, families, communities, and nations. (**ECON-1**)

Indicator(s):

- Illustrate the relationship between scarcity—limited resources and unlimited human wants—and the economic choices made by individuals, families, communities, and nations, including how families must budget their income and expenses, how people use psychological and intellectual resources to deal with scarcity, and how local political entities as well as nation-states use scarce resources to satisfy human wants.
- Explain the concept of opportunity costs and how individuals, families, communities, and nations make economic decisions on that basis, including analyzing marginal costs and marginal benefits and assessing how their choices may result in trade-offs.

SC Standard A8. The student will demonstrate an understanding of the sources of income and growth in a free-enterprise economy. **(ECON-3)**

Indicators

- Compare personal income distribution and functional income distribution, including how distribution of income affects public policy.
- Explain the role of entrepreneurs in a market economy, including the costs and benefits of being an entrepreneur, the expectation of profit as the incentive for entrepreneurs to accept business risks, and the effect of changes in taxation and government regulation on entrepreneurial decisions.

- Explain the causes and effects of economic growth, including the relationship between investment in human resources and in real capital, the alleviation of poverty, the increase in standards of living, and the creation of new employment opportunities.

SC Standard A9. The student will demonstrate an understanding of the roles that federal, state, and local governments play in the operation of markets in the United States. **(ECON-6)**
Indicator(s):

> Summarize major sources of government revenue, including taxation at the federal, state, and local levels and tax revenues from personal income and payroll taxes, sales taxes, and property taxes.

Standard A10: The student will demonstrate an understanding of the national economy and economic policies in the United States. **(ECON-7)**
Indicators

- Explain the types of goods and services that are funded with government revenues, including national defense, road construction and repair, public safety, health care, payments on the national debt, and education.
- Contrast the costs and benefits of the American government's economic policies, including how policies designed to reduce unemployment may increase inflation and vice versa and how investment in factories, machinery, new technology, health education, and occupational training can raise standards of living.

United States Government
SC Standard A11. The student will demonstrate an understanding of the United States Government – its origins and its functions. **(USG – 1)**
Indicators(s):

- Summarize arguments for the necessity and purpose of government and politics, including the idea that politics enables a group of people with diverse opinions and interests to reach collective decisions, the idea that government gives people the security they need in order to reach their full potential**.**

SC Standard A12. The student will demonstrate an understanding of the foundations of the American republic—its basic democratic principles and its political systems. **(USG-2)**
Indicator(s):

- Explain factors that have shaped the distinctive characteristics of American society, including the belief in limited government, religious freedom, diversity of the population, and relative social equality.

SC Standard A13. The student will demonstrate an understanding of the continuing role of the United States Constitution in the defining and shaping of American government and society. **(USG – 3)**
Indicator(s):

- Explain the organization and responsibilities of local and state governments, including the purposes and functions of state constitutions; reserved and concurrent powers in the states; the relationships among national, state, and local levels of government; ad the structure and operation of South Carolina's government.

SC Standard A14. The student will demonstrate an understanding of the concept of personal and civic rights and responsibilities and the role of the citizen in American democracy. **(USG-5)**
Indicator(s):

- Classify the rights of United States citizens as personal, political, or economic and identify the significance and source of such rights and the conflicts that can arise when these rights are limited.
- Summarize character traits that are important to the preservation and improvement of American democracy, including dispositions that encourage citizens to act as independent members of society, that foster respect for individual worth and human dignity, and that engage the citizen in public affairs.

United States History and Constitution
SC Standard A15. The student will demonstrate an understanding of major social, political, and economic developments that took place in the United States during the second half of the nineteenth century. **(USHC-5)**
Indicator(s):

- Summarize developments in business and industry, including the ascent of new industries, the rise of corporations through monopolies and corporate mergers, the role of industrial leaders such as John D. Rockefeller and Andrew Carnegie, the influence of business ideologies, and the increasing availability of consumer goods and the rising standard of living.

SC Standard A16. The student will demonstrate an understanding of the social, economic, and political events that impacted the United States during the Cold War era. **(USHC – 9)**
Indicators:

- Explain the causes and effects of social and cultural changes in postwar America, including educational programs, expanding suburbanization, the emergence of the consumer culture, the secularization of society and the reemergence of religious conservatism, and the roles of women in American society.
Explain the movements for racial and gender equity and civil liberties, including their initial strategies, landmark court cases and legislation, the roles of key civil rights advocates, and the influence of the civil rights movement on other groups seeking ethnic and gender equity.

Physical Science
SC Standard A17. The student will demonstrate an understanding of how scientific Inquiry and technological design, including mathematical analysis, can be used appropriately to pose questions, seek answers, and develop solutions. **(PS-1)**
Indicator(s):

- Organize and interpret the data from a controlled scientific investigation by using mathematics (including formulas and dimensional analysis), graphs, models, and/or technology.

Biology
SC Standard A18. The student will demonstrate an understanding of how scientific Inquiry and technological design, including mathematical analysis, can be used appropriately to pose questions, seek answers, and develop solutions. **(B-1)**

Indicator(s):

- Organize and interpret the data from a controlled scientific investigation by using mathematics, graphs, models, and/or technology.

Chemistry
SC Standard A19. The student will demonstrate an understanding of how scientific inquiry and technological design, including mathematical analysis, can be used appropriately to pose questions, seek answers, and develop solutions. **(C-1)**
Indicator(s):

- Organize and interpret the data from a controlled scientific investigation by using mathematics (including formulas, scientific notation, and dimensional analysis), graphs, models, and/or technology.

Physics
SC Standard A20. The student will demonstrate an understanding of how scientific inquiry and technological design, including mathematical analysis, can be used appropriately to pose questions, seek answers, and develop solutions. **(P-1)**
Indicator(s):

- Organize and interpret the data from a controlled scientific investigation by using mathematics (including formulas, scientific notation, and dimensional analysis), graphs, models, and/or technology.

MATHEMATICS ACADEMIC STANDARDS

http://ed.sc.gov/agency/se/Teacher-Effectiveness/Standards-and-Curriculum/documents/2007MathematicsStandards.pdf

Elementary Algebra
SC Standard A21. The student will understand and utilize the mathematical processes of problem solving, reasoning, and proof, communication, connections, and representation. **(EA-1)**
Indicator(s):

- Apply algebraic methods to solve problems in real-world contexts.
- Communicate a knowledge of algebraic relationships by using mathematical terminology appropriately.

- **Common Core Alignments – MATHEMATICS | HIGH SCHOOL**
- http://ed.sc.gov/agency/programs-services/190/documents/CCSSI_MathStandards.pdf
- **MATHEMATICS | HIGH SCHOOL—ALGEBRA – PAGE 63**
- **Seeing Structure in Expressions**
- • Interpret the structure of expressions
- • Write expressions in equivalent forms to solve problems
- **Arithmetic with Polynomials and Rational Expressions**
- • Perform arithmetic operations on polynomials
- • Understand the relationship between zeros and factors of polynomials
- • Use polynomial identities to solve problems
- • Rewrite rational expressions
- **Creating Equations**
- • Create equations that describe numbers or relationships

- **Reasoning with Equations and Inequalities**
- • Understand solving equations as a process of reasoning and explain the reasoning
- • Solve equations and inequalities in one variable
- • Solve systems of equations
- • Represent and solve equations and inequalities graphically

Intermediate Algebra
SC Standard A22. The student will understand and utilize the mathematical processes of problem solving, reasoning, and proof, communication, connections, and representation. **(IA-1)**
Indicator(s):
- Apply algebraic methods to solve problems in real-world contexts.
- Communicate a knowledge of algebraic relationships by using mathematical terminology appropriately.
- Apply algebraic methods to solve problems in real-world contexts.
- Judge the reasonableness of mathematical solutions.

Common Core Alignments – MATHEMATICS | HIGH SCHOOL
http://ed.sc.gov/agency/programs-services/190/documents/CCSSI_MathStandards.pdf
MATHEMATICS | HIGH SCHOOL—ALGEBRA – PAGE 63
Seeing Structure in Expressions
• Interpret the structure of expressions
• Write expressions in equivalent forms to solve problems
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• Understand the relationship between zeros and factors of polynomials
• Use polynomial identities to solve problems
• Rewrite rational expressions
Creating Equations
• Create equations that describe numbers or relationships
Reasoning with Equations and Inequalities
• Understand solving equations as a process of reasoning and explain the reasoning
• Solve equations and inequalities in one variable
• Solve systems of equations
• Represent and solve equations and inequalities graphically

SC Standard A23. The student will demonstrate through the mathematical processes an understanding of sequences and series. **(IA-6)**
Indicators
- Categorize a sequence as arithmetic, geometric, or neither.
- Carry out a procedure to write a specified term of an arithmetic or geometric sequence when given the nth term of the sequence.

Common Core Alignments – MATHEMATICS | HIGH SCHOOL
http://ed.sc.gov/agency/programs-services/190/documents/CCSSI_MathStandards.pdf
MATHEMATICS | HIGH SCHOOL—GEOMETRY – PAGE 75
Congruence
• Experiment with transformations in the plane
• Understand congruence in terms of rigid motions

• Prove geometric theorems
• Make geometric constructions
Similarity, Right Triangles, and Trigonometry
• Understand similarity in terms of similarity transformations
• Prove theorems involving similarity
• Define trigonometric ratios and solve problems involving right triangles
• Apply trigonometry to general triangles
Circles
• Understand and apply theorems about circles
• Find arc lengths and areas of sectors of circles
Expressing Geometric Properties with Equations
• Translate between the geometric description and the equation for a conic section
• Use coordinates to prove simple geometric theorems algebraically
Geometric Measurement and Dimension
• Explain volume formulas and use them to solve problems
• Visualize relationships between two dimensional and three-dimensional objects
Modeling with Geometry
• Apply geometric concepts in modeling situations

Geometry

SC Standard A24:   The student will understand and utilize the mathematical processes of problem solving, reasoning and proof, communication, connections, and representation. **(G-1)**

Indicators

- Demonstrate an understanding of the axiomatic structure of geometry by using undefined terms, definitions, postulates, theorems, and corollaries.

- **Common Core Alignments – MATHEMATICS | HIGH SCHOOL**
- http://ed.sc.gov/agency/programs-services/190/documents/CCSSI_MathStandards.pdf
- **MATHEMATICS | HIGH SCHOOL—GEOMETRY – PAGE 75**
- **Congruence**
- • Make geometric constructions
- **Circles**
- • Understand and apply theorems about circles
- **Geometric Measurement and Dimension**
- • Explain volume formulas and use them to solve problems
- • Visualize relationships between two dimensional and three-dimensional objects
- **Modeling with Geometry**
- • Apply geometric concepts in modeling situations
- **Geometric Measurement and Dimension**
- Explain volume formulas and use them to solve problems
- Visualize relationships between two dimensional and three-dimensional objects
- **Modeling with Geometry**
- Apply geometric concepts in modeling situations

Data Analysis and Probability
SC Standard A25. The student will understand and utilize the mathematical processes of problem solving, reasoning, and proof, communication, connections, and representation. **(DA-1)**
Indicator(s):
- Apply the principles of probability and statistics to solve problems in real-world contexts.
- Execute procedures to conduct simple probability experiments and collect data by using manipulatives (including spinners, dice, cards, and coins).
- Execute procedures to find measures of probability and statistics by using tools such as handheld computing devices, spreadsheets, and statistical software.
- Design and conduct a statistical research project and produce a report that summarizes the findings.
- Apply the principles of probability and statistics to solve problems in real-world contexts.
- Communicate a knowledge of data analysis and probability by using mathematical terminology appropriately.

   Common Core Alignments – MATHEMATICS | HIGH SCHOOL
   http://ed.sc.gov/agency/programs-services/190/documents/CCSSI_MathStandards.pdf
   MATHEMATICS | HIGH SCHOOL—GEOMETRY – PAGE 75
   Congruence
   • Experiment with transformations in the plane
   • Understand congruence in terms of rigid motions
   • Prove geometric theorems
   • Make geometric constructions
   Similarity, Right Triangles, and Trigonometry
   • Understand similarity in terms of similarity transformations
   • Prove theorems involving similarity
   • Define trigonometric ratios and solve problems involving right triangles
   • Apply trigonometry to general triangles
   Circles
   • Understand and apply theorems about circles
   • Find arc lengths and areas of sectors of circles
   Expressing Geometric Properties with Equations
   • Translate between the geometric description and the equation for a conic section
   • Use coordinates to prove simple geometric theorems algebraically
   Geometric Measurement and Dimension
   • Explain volume formulas and use them to solve problems
   • Visualize relationships between two dimensional and three-dimensional objects
   Modeling with Geometry
   • Apply geometric concepts in modeling situations
    Apply geometric concepts in modeling situations

SC Standard A26. The student will demonstrate through the mathematical processes an understanding of the design of a statistical study. **(DA-2)**
Indicator(s):

- Classify a data-collection procedure as a survey, an observational study, or a controlled experiment.
- Analyze a data-collection procedure to classify the technique used as either simple cluster, systematic, or convenience sampling.

Common Core Alignments – MATHEMATICS | HIGH SCHOOL
http://ed.sc.gov/agency/programs-services/190/documents/CCSSI_MathStandards.pdf
MATHEMATICS | HIGH SCHOOL —STATISTICS AND PROBABILITY★-PAGE 80
Interpreting Categorical and Quantitative Data
• Summarize, represent, and interpret data on a single count or measurement variable
• Summarize, represent, and interpret data on two categorical and quantitative variables
• Interpret linear models
Making Inferences and Justifying Conclusions
• Understand and evaluate random processes underlying statistical experiments
• Make inferences and justify conclusions from sample surveys, experiments and observational studies

SC Standard A27. The student will demonstrate through the mathematical processes an understanding of the methodology for collecting, organizing, displaying, and interpreting data. **(DA-3)**
Indicator(s):

- Organize and interpret data by using pictographs, bar graphs, pie charts, dot plots, histograms, time series plots, stem and leaf plots, box-and-whiskers plots, and scatter plots.
- Use manipulatives, random number tables, and technology to collect data and conduct experiments and simulations.

Common Core Alignments – MATHEMATICS | HIGH SCHOOL
http://ed.sc.gov/agency/programs-services/190/documents/CCSSI_MathStandards.pdf
MATHEMATICS | HIGH SCHOOL —STATISTICS AND PROBABILITY★-PAGE 80
Interpreting Categorical and Quantitative Data
• Summarize, represent, and interpret data on a single count or measurement variable
• Summarize, represent, and interpret data on two categorical and quantitative variables
• Interpret linear models
Making Inferences and Justifying Conclusions
• Understand and evaluate random processes underlying statistical experiments
• Make inferences and justify conclusions from sample surveys, experiments and observational studies

SC Standard A28. The student will demonstrate through the mathematical processes an understanding of the basic concepts of probability. **(DA-5)**

Indicators

- Construct a sample space for an experiment and represent it as a list, chart, picture, or tree diagram.
- Use counting techniques to determine the number of possible outcomes for an event.
- Classify events as either dependent or independent.

Precalculus

SC Standard A29. The student will understand and utilize the mathematical processes of problem solving, reasoning, and proof, communication, connections, and representation. **(PC-1)**

Indicator(s):

- Apply algebraic methods to solve problems in real-world contexts.
- Judge the reasonableness of mathematical solutions.
- Demonstrate an understanding of algebraic and trigonometric relationships by using a variety of representations (including verbal, graphic, numerical, and symbolic).
- Understand how algebraic and trigonometric relationships can be represented in concrete models, pictorial models, and diagrams.
- Understand how to represent algebraic and trigonometric relationships by using tools such as handheld computing devices, spreadsheets, and computer algebra systems (CASs).

  Common Core Alignments – MATHEMATICS | HIGH SCHOOL
  http://ed.sc.gov/agency/programs-services/190/documents/CCSSI_MathStandards.pdf
  MATHEMATICS | HIGH SCHOOL—ALGEBRA – PAGE 63
  Seeing Structure in Expressions
  • Interpret the structure of expressions
  • Write expressions in equivalent forms to solve problems
  Arithmetic with Polynomials and Rational Expressions
  • Perform arithmetic operations on polynomials
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  • Rewrite rational expressions
  Creating Equations
  • Create equations that describe numbers or relationships
  Reasoning with Equations and Inequalities
  • Understand solving equations as a process of reasoning and explain the reasoning
  • Solve equations and inequalities in one variable
  • Solve systems of equations
  • Represent and solve equations and inequalities graphically

ACADEMIC STANDARDS FOR HEALTH AND SAFETY EDUCATION
http://ed.sc.gov/agency/se/Teacher-Effectiveness/Standards-and-Curriculum/documents/2009HealthEducationStandards.pdf

Health and Safety Education
SC Standard A30. The student will comprehend concepts related to health promotion to enhance health. **(M-HS 1)**
Indidcator(s):
- List common first aid procedures for a given scenario
- Identify the characteristics of an abusive relationship.
- Describe laws and regulations related to safety and personal injury.
- Discuss ways to reduce the risk of intentional and unintentional injuries in the home, school, community, workplace, and roadways.
- Differentiate between health-endangering and health-promoting behaviors.
- Evaluate the relationship between his or her own nutritional intake and overall physical, social, and mental health.
- Explain how the federal dietary guidelines are useful in planning healthy diets.
- Describe the importance of healthy eating and physical activity in maintaining good health.
- Discuss the characteristics of healthy relationships.
- Analyze the signs of depression and self-destructive behaviors(including potential risks of suicide).
- Identify causes of stress and other common mental health issues.
- Examine the effects of **ATOD** on fetal development.
- Describe physical, social, and emotional changes that occur during adolescence.
- Examine health issues that are specifically related to the male and female reproductive systems (for example, self-examination).
- Describe the scientific processes of fertilization, pregnancy, fetal development, and childbirth.
- Evaluate his or her personal susceptibility to injury, illness, or death on the basis of genetics, family history, and health behaviors.
- Examine ways that the environment and personal health are interrelated.
- Evaluate the relationship between his or her own nutritional intake and overall physical, social, and mental health.
- Discuss situations that may require professional mental, emotional, and social health services.
- List common first aid procedures for a given scenario.
- Identify the characteristics of an abusive relationship.
- Assess the effects of violence on individuals, school, and community.
- Describe laws and regulations related to safety and personal injury.
- Evaluate the benefits of daily moderate to vigorous physical activity.

SC Standard A31. The student will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors. **(M-HS 2)**
Indidcator(s):
- Analyze the possible causes of conflict in schools, families, and communities.

- Analyze ways that the family, peers, culture, and the media influence the mental, emotional, and social health of individuals.
- Analyze the influence of family, peers, culture, the media, technology, and other factors on health behaviors.
- Describe ways that environmental factors can affect the health of the community.
- Assess ways that schools, community, and culture support and/or challenge health beliefs practices and behaviors.
- Discuss ways that research and medical care affect the prevention and treatment of health problems.
- Examine ways that public health policies, government regulations, and socio-economic issues affect health promotion and disease prevention.
- Analyze ways that emotions and feelings influence the food choices, eating behavior, and physical activity of individuals.
- Examine ways that the media, advertising, and marketing practices affect the nutrition and activity levels of individuals.
- Debate ways that school policy can influence healthy or unhealthy eating and physical activity levels.

SC Standard A32. The student will demonstrate the ability to access valid information and products and services to enhance health. **(M-HS 3)**
Indidcator(s):
- Access valid mental, emotional, and social health information and services for him- or herself and others.
- Access information and local services about safety and the prevention of violence.
- Locate and analyze local opportunities for physical activity.
- Analyze local resources of valid information on nutrition and physical activity.

SC Standard A33. The student will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks. **(M-HS 4)**
- Demonstrate ways to communicate care, consideration, and respect for him or herself and others.
- Demonstrate refusal, negotiation, and collaboration skills to enhance his or her health and to avoid potentially harmful situations.
- Demonstrate ways to communicate care, consideration, and respect for him- or herself and others.
- Demonstrate effective verbal and nonverbal communication skills.
- Evaluate ways to communicate with parents, family members, peers, and other adults.
- Demonstrate ways to ask for assistance.

SC Standard A34. The student will demonstrate the ability to use decision-making skills. **(M-HS 5)**
Indicator(s):
- Justify when individual or collaborative decision making is appropriate.
- Determine when it is necessary to seek help and/or to leave an unhealthy relationship or situation.
- Examine barriers to healthy decision making.
- Distinguish healthy from unhealthy foods on a variety of restaurant menus.

SC Standard A35. Student will demonstrate the ability to use goal-setting skills to enhance health. **(M-HS 6)**

SC Standard A36. The student will demonstrate the ability to practice health-enhancing behaviors and to avoid or reduce health risks. **(M-HS 7)**
Indidcator(s):

- Develop injury prevention and treatment strategies for personal and family health.
- Discuss protective measures and warning signs of violence.
- Demonstrate a variety of healthy practices and behaviors that will maintain or improve the health of him- or herself and others.
- Develop and implement a wellness plan that meets the federal dietary guidelines and the federal physical activity guidelines for Americans.
- Develop strategies for maintaining a positive self-concept.
- Demonstrate strategies for solving interpersonal conflicts without harming him or herself or others.
- Evaluate strategies for avoiding situations that increase the risk of sexual harassment, violence, and abuse.

SC Standard A37.: The student will demonstrate the ability to advocate for personal, family, and consumer health. **(M-HS 8)**
Indidcator(s):

- Advocate for disaster preparedness in the home, school, and community.
- Advocate for the promotion and protection of a healthy environment.
- Examine ways to encourage others to make healthy eating choices and to increase their level of physical activity.

NATIONAL EDUCATIONAL TECHNOLOGY STANDARDS FOR STUDENTS (NETS.S)

http://www.iste.org/docs/pdfs/nets-s-standards.pdf?sfvrsn=2

Technology
Standard A38. Students demonstrate creative thinking, construct knowledge, and develop innovative products and process using technology (Creativity and Innovation). (ISTE-1)

- Apply existing knowledge to generate new ideas, products, or processes.
- Create original works as a means of personal or group expression.
- Use models and simulations to explore complex systems and issues.

Standard A39. Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others (Communication and Collaboration). (ISTE-2)

- Interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media.
- Communicate information and ideas effectively to multiple audiences using a variety of media and formats.
- Develop cultural understanding and global awareness by engaging with learners of other cultures.
- Contribute to project teams to produce original works or solve problems.

Standard A40. Students apply digital tools to gather, evaluate, and use information (Research and Information Fluency). (ISTE-3)

- Plan strategies to guide inquiry.

- Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.
- Process data and report results.
- Evaluate and select information sources and digital tools based on the appropriateness to specific tasks.

Standard A41. Student use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources (Critical Thinking, Problem Solving, and Decision Making). (ISTE-4)

- Identify and define authentic problems and significant questions for investigation.
- Plan and manage activities to develop a solution or complete a project.
- Collect and analyze data to identify solutions and/or make informed decisions.
- Use multiple processes and diverse perspectives to explore alternative solutions.

Standard A42. Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior (Digital Citizenship). (ISTE-5)

- Advocate and practice safe, legal, and responsible use of information and technology
- Exhibit a positive attitude toward using technology that supports collaboration, learning, and productivity.
- Exhibit leadership for digital citizenship
- Demonstrate personal responsibility for life long learning.

Standard A43. Students demonstrate a sound understanding of technology concepts, systems and operations (Technology Operations and Concepts). (ISTE-6)

- Understand and use technology systems.
- Select and use applications effectively and productively.
- Troubleshoot systems and applications.
- Transfer current knowledge to learning of new technologies.

NETS for Students:

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Unit Plans for ECE Academic Standards

B. CAREER PATHS AND EMPLOYMENT

SC Standard B1: **Analyze education and training requirements, and opportunities for early childhood career paths.**

FACS Nat'l Standard:
4.1 Analyze career paths within early childhood, education, and related services.

Early Childhood Education Assessment/Credential: 1A. Explain the roles and functions of individuals engaged in early childhood, education, and services. 1B. Analyze opportunities for employment and entrepreneurial endeavors in early childhood, education, and services. 1C. Identify the personal qualities and abilities needed to be effective with children. 1D. Summarize education and training requirements and opportunities for career paths in early childhood, education, and services.

National Association for the Education of Young Children (NAEYC):Core Standard 6 Becoming a Professional-6a.Identifying and involving oneself with the early childhood field; 6b.Knowing about and upholding ethical standards and other professional guidelines; 6d.Integrating knowledgeable reflective, and critical perspectives on early education; 6e.Engaging in informed advocacy for children and the profession.

ParaPro Assessment (0755): I. Understand, interpret, and analyze a wide range of text. III. Assess knowledge of mathematical concepts and ability to apply them to abstract and real-life situations. V. Assess the ability to identify errors in standard written English, word usage, punctuation and spelling and identify parts of a sentence, and parts of speech.

Academic Alignment: **ELA A1, A2, A3, A4, A5, A6; E A7, A8, A9, A10; USG A11, A12, A13, A14; EA A21, IA A22, A23; G A24; DA A25, A26, A27, A28; PC A 29; HE A31, A32, A33, A34, A35, A36, A37; ISTE A38, A39, A40, A41, A42, A43**

Essential Question(s):
What are personal goals for education, training and career opportunities in early childhood?

Indicators:

What Students Should Know:	What Students Should Be Able to Do:
1.Career paths	1. Assess interest areas to determine potential career pathways.
2. Professional character traits	2. Analyze the characteristics of professionals working with young children
3. Roles and responsibilities	3. Differentiate the roles and responsibilities in various early childhood careers.
4. Education and training	4. Examine education and training requirements and opportunities for career paths in early childhood education and services.
5. Professional development	5. Identify professional development opportunities.
6. Career information resources	6. Examine career information resources.

Sample Learning Strategies

1.1 Give an oral and/or visual technology-based presentation on selected careers.

1.2 Categorize character traits of early childhood personnel by different careers. Explain the importance of the listed character traits to positively influence growth and development.

2.1 Conduct self-assessments to determine personal characteristics. Compare personal character to career options related to early childhood. Present findings to peers.

2.2 Analyze scenarios depicting individuals with different character traits. Decide on individuals who would be best suited for early childhood education positions. Substantiate choices based on factual information.

3.1 Invite local early childhood professionals to present information to the class regarding their roles and responsibilities. Pose questions to gain information. Write a short summary of the presentation and include what was known, what additional information is wanted, and what was learned (KWL).

4.1 List education training requirements and opportunities for career paths related to early childhood and education.

5.1 Identify opportunities for continuing education and training in early childhood education and related fields and explain why education is important.

5.2 Research opportunities for continuing education and growth. Develop a professional development workshop for peers. Conduct peer evaluations.

6.1 Plan and implement a career fair for the class. Invite aspiring early childhood education students to the career fair. Conduct a career fair evaluation from the perspective of the presenters and attendees. Develop an analysis of the results showing what worked well, what needs improvements, what should be added for future fairs, and what should be eliminated. Discuss results with peers.

6.2 Develop a brochure/flyer for early childhood education resources. Cite resources appropriately and distribute to different audiences. Conduct informal surveys to determine the quality of the disseminated information.

Formative Assessments:
Presentations, student self-evaluation, peer evaluations, class discussions, performances to demonstrate learning, projects with several interval products, student conferencing to discuss student learning, growth, and needs, parent conferencing, student record keeping, teacher-student conferences

FACS Student Organization-Family, Community and Career Leaders of America (FCCLA) http://www.fcclainc.org/
APPLICATION/ASSESSMENT THROUGH FCCLA

Career Connection: ACCESS SKILLS for Career Success; SIGN ON to the Career Connection; PROGRAM Career Steps; INTEGRATE Work and Life
Dynamic Leadership: Problem Solving for Leaders; Teamwork for Leaders; Conflict Management for Leaders

Families First: Balancing Family and Career; Parent Practice

Leaders at Work: on-the-job entrepreneurship projects; Early Childhood, Education and Services leadership projects
Power of One: A Better You; Speak Out for FCCLA; Working on Working
STAR Events: Entrepreneurship; Job Interview

Resources:
www.bls.gov/oco (Bureau of Labor Statistics) Occupational Outlook Handbook
www.census.gov (U.S. Census Bureau) includes teaching tools
www.childstats.gov (ChildStats.gov) helpful statistics about children and families in the U.S.
www.consumer.gov/children.htm (Consumer Information for Children)
www.nccic.org (National Child Care Information Center) U.S. Department of Health and Human Services: an electronic question-answering service about childcare issues, links to childcare resource list and directories
www.naeyc.org (National Association for the Education of Young Children) a national network that work with on behalf of children from birth through age 8.

C. DEVELOPMENTALLY APPROPRIATE PRACTICES

SC Standard C1. Analyze effective strategies and available resources for each domain of early childhood development.

FACS Nat'l Standard: 4.2 Analyze developmentally appropriate practices to plan for early childhood, education, and services.

Early Childhood Education Assessment/Credential: 2A. Analyze child development theories and their implications for educational and childcare practices.2B. Apply a variety of assessment methods to observe and interpret children's growth and development. 2C. Analyze cultural and environmental influences when assessing children's development. 2D. Analyze abilities and needs of children and their effects on children's growth and development. 2E. Analyze strategies that promote children's growth and development.

National Association for the Education of Young Children (NAEYC):Core Standard 1:Promoting Child Development and Learning-1a.Knowing and understanding young children's characteristics and needs; 1b.Knowing and understanding the multiple influences on development and learning; **Core Standard 4-Using Developmentally Effective Approaches to Connect with Children and Family** 4a. Understanding positive relationships and supportive interactions as the foundation of their work with children; 4b.Knowing and understanding effective strategies and tools for early education; 4d.Reflecting on their own practice to promote positive outcomes for each child; **Core Standard 6: Becoming a Professional** - 6d.Integrating knowledgeable, reflective, and critical perspectives on early education.

ParaPro Assessment (0755): I. Understand, interpret, and analyze a wide range of text. II. Apply reading skills and knowledge to classroom instruction. III. Assess knowledge of mathematical concepts and ability to apply them to abstract and real-life situations. IV. Apply mathematics skills and knowledge to classroom instruction. V. Assess the ability to identify errors in standard written English, word usage, punctuation and spelling and identify parts of a sentence, and parts of speech. VI. Apply writing skills and knowledge in classroom instruction**.**

Academic Alignment: ELA A1, A2, A3, A4, A5, A6; USG A11, A13, A14; PS A17; B A18; EA A21; IA A22; G A24; DA A25, A26, A27, A28; PC A29; HE A30, A31, A32, A33, A34, A35, A36, A37; ISTE A 38, A39, A40, A41, A42, A43

Essential Question(s):
Why should strategies and available resources be aligned with the developmental domains?
Indicators:

What Students Should Know:	What Students Should Be Able to Do:
1. Domains of development	1. Describe the characteristics of physical, cognitive, emotional, social, and moral development.
2. Stages of development	
3. Theories of child development	2. Identify the different stages of development.
4. Principles of development	3. Analyze child development theories and their implications for education and childcare.
	4. Explain the principles of development.

5. Special needs
6. Behaviors of children
7. Legislation

5. Identify different classifications and associated instructional methods for individuals with special needs.
6. Describe effective strategies for promoting appropriate behavior.
7. Describe state and federal legislation that regulate services and resources for early childhood education.

Sample Learning Strategies:

1.1 Research the developmental domains. Play a game "Identify." The object of the game is to identify the domain and the associated age as players take turns acting out various scenarios. Peers name the domain and the developmental stage at which the action occurs. Determine rewards for points earned prior to beginning the game. Include bonus rewards for the actors in each scenario.

1.2 Develop an anecdotal record rubric. Observe a child or children for a specified amount of time and maintain anonymous anecdotal records that reflect each developmental domain. Evaluate the anecdotal records based on rubric criteria.

1.3 Demonstrate problem solving skills by responding to different scenarios in small groups. Respond to at least one scenario for each domain. Discuss the results with the class.

2.1 Research patterns and stages of development. View the movie "Babies" and create a visual comparing the four principles of development.

2.2 Develop criteria to select learning center material. Select learning material for each learning center. Evaluate learning center materials that promote development.

2.3 Design a summer calendar of activities promoting development in different domains.

2.4 Compare the stages of development of children from different parts of the world. Identify similarities and differences. Write a reflection paper on findings and share with the class.

3.1 Examine a variety of methods and tools used to assess child growth and development. Develop a chart to show the characteristics of the methods and tools used. Explain which method(s) is (are) more effective and why.

4.1 Outline and compare the theories of development. Discuss the influence of theories on child development practices.

4.2 Create a PowerPoint presentation with accompanying rubric, comparing child development theories.

4.3 Research contributions of theorists in early childhood education. Present findings using the Discussion Tag Method. The Discussion Tag Method works as follows:

4.4 The first person presents information on an assigned topic. At the end of this first presentation, a related topic is introduced that has been assigned to another person. This person is randomly "tagged" to begin the next presentation.

4.5 Develop a visual of developmental theories aligned with the domains of development.

5.1 Research the different classifications of special needs and the associated characteristics. Develop a presentation showing observable behaviors/characteristics. Present findings to the class.

5.2 Invite guest speakers who work with children with special needs. Ask questions to get a better understanding of the children and their specific needs. Write a thank you letter to the presenter. Outline information known, wanted, and learned during the presentation.

5.3 Develop and evaluate strategies for meeting diverse needs of children. Share strategies with professionals for feedback. Revise strategies based on feedback.

5.4 Examine adaptive tools and materials. Design an adaptive toy/tool to meet a specific need. Demonstrate the toy/tool for the class and explain the purpose.

5.5 Create a file of local, state, and national resources for individuals with special needs. Share the resources in small groups and discuss what each group member knew, what they learned, and what they want to learn. Write a reflection about the experience and include the personal information shared in the group – know, learned, and want to know. Research the "want to do" information and present to the class.

6.1 Compare typical and atypical behaviors based on the developmental domains. Explain why the behaviors are considered typical or atypical and substantiate the response with factual information.

6.2 Maintain an observation journal. Keep anecdotal records of children's (anonymous) behaviors. Discuss observations on a weekly basis in small groups and with the class.

6.3 Role play different scenarios to promote positive social interaction. Explain the strategies and the theories that support the positive results.

6.4 Establish goals for positive guidance by using a graphic organizer. Add new information as more knowledge is gained. Evaluate the goals based on a student-made rubric. Make adjustments in goals as needed.

6.5 Distinguish between positive and negative guidance for developmentally appropriate guidelines. Explain why some guidance practices are positive for some children and the same practice can be negative for another child.

6.6 Compare appropriate and inappropriate expectations for behavior. Describe the outcomes of having these expectations. Discuss how to make change from inappropriate to appropriate expectations. Provide specific examples.

6.7 Design a visual that promotes taking responsibility for different behaviors. Conduct peer evaluations of the visual to determine if the message is clear and check established criteria.

6.8 Outline factors that contribute to children's behaviors. Watch video clips, read scenarios, observe adult-child interactions and discuss the factors that lead to various behaviors.

6.9 Explain the importance of smooth transitions in all settings. Demonstrate techniques that lead to smooth transitions. Prepare presentations for different audiences.

7.1 Summarize laws and the governing entities relating to children with special needs. Discuss why the laws are important. Construct a timeline to show when the laws were made and provide specific reasons why mandates exist for implementation.

7.2 Create a brochure or flyer containing legislation on different levels that regulate early childhood education. Include information such as, "This is done because…" or "This cannot be done because…"

Formative Assessments:
Presentations, performance to demonstrate learning, rubrics, checklists, projects with several interval products, open response questions, teacher-student conferences

FACS Student Organization – Family, Career, and Community Leaders of America (FCCLA)
APPLICATION/ASSESSMENT THROUGH FCCLA
Career Connection: ACCESS SKILLS for Career Success

Community Service: age-appropriate projects with children; babysitter training; volunteer child care; projects with exceptional children
Families First: Parent Practice
Leaders at Work: Early Childhood, Education and Services leadership projects
STAR Events: Focus on Children; Illustrated Talk
Student Body: nutrition and fitness projects with children

Resources:
www2.edc.org/hhd (**Health and Human Development Programs**) program design, assessment and other resources for teaching health and human development
www.familiesandworkinst.org (**Families and Work Institute**) publications, research and other resources
www.feedingminds.org (**Feeding Minds**) worldwide educational initiative about hunger issues for school children of all ages; the web site includes classroom materials for teachers to discuss and understand the problem of hunger in the world
http://healthweb.org (**Health Web**) information on various health issues
www.secondharvest.org (**The Second Harvest**) anti-hunger organization
www.childstats.gov (**Federal Interagency Forum on Child and Family Statistics**) statistics on children and families

D. CURRICULUM

SC Standard D1. Evaluate developmentally appropriate lessons for content areas.

FACS Nat'l Standard: 4.3 Demonstrate integration of curriculum and instruction to meet children's developmental needs and interests.

Early Childhood Education Assessment/Credential: 3A. Analyze a variety of curriculum and instructional models for appropriateness in meeting. 3B. Implement learning activities in all curriculum areas that meet the developmental needs of children. 3C. Implement an integrated curriculum that incorporates a child's language, learning styles, early experiences, and cultural values. 3D. Demonstrate a variety of teaching methods to meet individual needs of children. 3E.Arrange learning centers that provide for children's exploration, discovery, and development. 3F. Establish activities, routines, and transitions.

National Association for the Education of Young Children (NAEYC): Core Standard 4: Using Developmentally Effective Approaches to Connect with Children and Families-
4c.Using a broad repertoire of developmentally appropriate teaching/learning approaches;
Core Standard 5; Using Content Knowledge to Build Meaningful Curriculum-
5a.Understanding content knowledge and resources in academic disciplines; 5b. Knowing and using the central concepts, inquiry tools, and structures of content areas or academic disciplines, 5c.Using their own knowledge, appropriate early learning standards, and other resources to design, implement, and evaluate meaningful, challenging curricula for each child

ParaPro Assessment (0755): I. Understand, interpret, and analyze a wide range of text. II. Apply reading skills and knowledge to classroom instruction. III. Assess knowledge of mathematical concepts and ability to apply them to abstract and real-life situations. IV. Apply mathematics skills and knowledge to classroom instruction. V. Assess the ability to identify errors in standard written English, word usage, punctuation and spelling and identify parts of a sentence, and parts of speech. VI. Apply writing skills and knowledge in classroom instruction**.**

Academic Alignment: ELA: A1, A2, A3, A4, A5, A6; USG A11, A13, A14; P A20; EA A 21; IA A22; G A23; DA A25, A26, A27, A28; HE A30, A31, A32, A33, A34, A35, A36; ISTE A38, A39, A40, A41, A42, A43

Essential Question(s):
Why is it important to teach developmentally appropriate lessons?

Indicators:

What Students Should Know:	**What Students Should Be Able to Do:**
1. Developmentally appropriate curriculum	1. Define developmentally appropriate curriculum.
2. Lesson development	2. Create developmentally appropriate lessons.
3. Teaching methods	3. Evaluate developmentally appropriate teaching methods.
4. Self-evaluations	4. Conduct self-evaluations and set goals for improvements.
5. Technology	5. Integrate technology in learning experiences.

Sample Learning Strategies:

1.1 Design a media presentation showcasing a developmentally appropriate curriculum.

1.2 Invite early childhood professionals to share how they determine and incorporate learning activities to meet developmental needs of children.

1.3 Develop a resource guide listing appropriate lesson and activity resources for different age groups; include suggestions found in literary text from classics as well as current sources.

1.4 Research and discuss activities that promote gross motor development, fine motor development, and eye-hand coordination. Evaluate to find statistical percentages of improvement for the various activities.

2.1 Define learning objectives, instructional strategies, behavioral objectives, and conditions of performance. In groups, construct examples of a learning objective, instructional strategy, behavioral objective, and conditions of performance when given a theme, concept, or activity (e.g. 2-year olds/ Art/ Crayons). Write these on class charts and develop a lesson plan. Compare how lesson plans would differ when incorporating the various group ideas.

2.2 Develop simple written (can be illustrated) directions for a simple task, such as making a peanut butter and jelly sandwich or tying shoes. Include all materials and supplies needed. Swap instructional list with classmates and have them follow the directions. Evaluate the accuracy of materials and procedures (Correct amount? Proper sequencing? Necessary materials?). Make corrections based on peer feedback and submit to teacher with a self-evaluation.

2.3 Select a topic and create a lesson plan. Include standard, objective, Materials Needed, Motivation/Introduction, Procedures, Closure/Transition, Accommodations, and Assessments. Develop an evaluation rubric for a lesson. Teach the lesson to classmates role-playing given perimeters of lesson plan. Use the rubric to conduct a self- and peer-evaluation.

2.4 Research the different types of assessments for early childhood. Determine types, times, and importance of assessments. Embellish student assessments for interest and link to themes.

2.5 Construct a computer-generated lesson form that could be used when developing lesson plans. Compare and evaluate class and professional formats available. Determine format to be used for class.

2.6 Create an interactive puppet show appropriate for an assigned group of children in small groups or as an individual. Perform puppet shows for peers. Conduct peer evaluations using a student and teacher- made rubric.

2.7 Plan and implement at least one lesson for each content domain. Conduct self- and peer-evaluations. Set goals for improvements and share goals with peers.

3.1 Chart differences between direct and indirect learning experiences. Create examples for various ages and topics; discuss pros and cons.

3.2 Practice developmentally appropriate questioning techniques in a teacher-specified domain. Include appropriate questions for gifted, slow-learners, culturally diverse, and special learners within an assigned age group.

3.3 Search the Internet to locate and evaluate interactive Web sites and equipment to be used in early childhood education.

3.4 List equipment and materials appropriate for learning centers that provide for children's exploration, discovery, and development. Conference with peers to evaluate and justify items (cultural diversity, safety, cost, etc.).

3.5 Survey locations and opportunities for obtaining cost-effective equipment and materials. Evaluate and justify items (cultural diversity, safety, cost, etc.). Investigate parent and community involvement and compile a list of resources.

3.6 Design a "dream classroom." Draw to scale (or create on computer program such as http://classroom.4teachers.org/), list materials and equipment; track all costs, total funding needed to make this dream come true. Analyze findings and use sticky-notes for peer evaluations.

4.1 Describe an experienced or observed routine or transition. Determine why this was poignant and what benefits were gained from that routine or transition.

4.2 Dialog with teachers to ascertain favorite and least favorite methods of transitions observed or practiced. Develop two lists in columns headed "Do This" and "NOT This."

4.3 Select and role play student-child transitions. Record the role play interaction and summarize student-child interactions. Discuss ways to improve interactions and identify strengths employed.

5.1 Create a webpage for a specified curriculum theme. Share with the class explaining how the web variety promotes success for diverse learners.

5.2 Search the Internet to locate and evaluate interactive websites that are appropriate for young children, parents, and/or teachers.

5.3 Prepare a video clip of at least one student lesson area.

5.4 Use digital camera to capture and summarize student/child interactions.

5.5 Create computer generated lessons of activities.

FACS Student Organization – Family, Career, and Community Leaders of America (FCCLA)
APPLICATION/ASSESSMENT THROUGH FCCLA

Dynamic Leadership: Peer Education for Leaders
FCCLA FACTS: traffic safety projects with children
Financial Fitness: money management projects with children
Leaders at Work: Early Childhood, Education and Services leadership projects
STAR Events: Focus on Children
Student Body: fitness, nutrition and self-esteem projects with children

Resources:
www.fpg.unc.edu/ (Frank Porter Graham Child Development Center) multi-disciplinary centers for study of young children and their families with link to National Center for Early Development and Learning and access to the Early Childhood Environment Rating Scales from University of North Carolina at Chapel Hill
www.ccw.org/home (Center for Child Care Workforce) resources for child care teachers and providers; includes compensation information
www.naccp.org (National Association of Child Care Professionals) resources about careers in Child Care
www.naeyc.org/default.htm (National Association for the Education of Young Children) resources include ability to search for NAEYC accredited childcare centers
www.nccic.org (National Child Care Information Center) adjunct ERIC clearinghouse for childcare
www.nichd.nih.gov (National Institute of Child Health and Human Development) news, articles and other resources for child health and human development
http://chiron.valdosta.edu/whuitt/col/regsys/maslow.html (Conditions of Learning) description with charts of A. Maslow's theories
www.atozteacherstuff.com/themes (A to Z Teacher Stuff) Child development themes teacher resources
www.funschool.com (Funschool) educational games and activities organized into ability levels from preschool to sixth grade
www.johnsonsbaby.com (Johnsonâs) includes child development stages of development by month from 1-12 months, 18 months
http://www.starfall.com/ A free public service to teach children to read with phonics. Includes quality educational products and kindergarten curriculum.

E. SAFE AND HEALTHY LEARNING ENVIRONMENT

SC Standard E1. Evaluate learning environments and activities to ensure safe, sanitary, and healthy practices.

FACS Nat'l Standard: 4.4 Demonstrate a safe, healthy learning environment for children.

Early Childhood Education Assessment/Credential: 4A. Manage physical space to maintain a learning environment that is safe and healthy and encourages physical activity. 4B. Apply safe and healthy practices that comply with state regulations. 4C. Implement strategies to teach children health, safety, and sanitation habits. 4D. Plan safe and healthy meals and snacks. 4E. Document symptoms of child abuse and neglect and use appropriate procedures to report suspected abuse or neglect to the designated authorities. 4F. Implement basic health practices and prevention procedures for workers and children regarding childhood illness and communicable diseases.

National Association for the Education of Young Children (NAEYC): Core Standard 1: Promoting Child Development and Learning- 1a: Knowing and understanding young children's characteristics and needs, from birth through age 8; **1b:** Knowing and understanding the multiple influences on early development and learning; **1c:** Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments for young children.

ParaPro Assessment (0755): I. Understand, interpret, and analyze a wide range of text. II. Apply reading skills and knowledge to classroom instruction. III. Assess knowledge of mathematical concepts and ability to apply them to abstract and real-life situations. IV. Apply mathematics skills and knowledge to classroom instruction. V. Assess the ability to identify errors in standard written English, word usage, punctuation and spelling and identify parts of a sentence, and parts of speech. VI. Apply writing skills and knowledge in classroom instruction**.**

Academic Alignment: ELA A1, A2, A3, A4, A5, & A6; USG A11, A12, A13, A14; PS A17; B A18; C A19; P A20; EA A21; IA A22; G A24; DAP A25, A26, A27, A29; HE A30, A32, A33, A34, A35, A36; ISTE A38, A39, A40, A41, A42, A43

Essential Question(s):
1. What does a safe, sanitary, and healthy environment look like?
2. How is a safe, sanitary, and healthy environment created?

Indicators:

What Students Should Know:
1. Safe and sanitary practices
2. Safe and healthy learning environments
3. Basic first aid procedures
4. Emergency preparedness
5. Nutritious snacks, meals
6. Childhood illnesses/diseases
7. Child abuse and neglect

What Students Should Be Able to Do:
1. Identify safe and sanitary practices.
2. Identify factors that contribute to safe and healthy learning environments.
3. Demonstrate basic first aid procedures.
4. Describe correct procedures for specific emergency situations.
5. Plan meals and snacks according to USDA guidelines.
6. Identify symptoms of illnesses and diseases.
7. Recognize signs and symptoms of child abuse and neglect.

Sample Learning Strategies:

1.1 Demonstrate safety and sanitary procedures: i.e. hand washing, diaper change, toileting, cots, equipment, toys and proper storage of cleaning solutions.

1.2 View videos and pictures of early childhood classrooms. Evaluate classrooms using a student-made rubric.

1.3 Analyze various early childhood scenarios that include a detailed description of the physical environment and various practices throughout the day. Apply the steps in problem solving to identify unsafe and unsanitary practices and recommend solutions to the problems. Share scenarios in class and discuss solutions to determine if they are viable solutions for the identified problems.

1.4 Read and summarize news articles about early childhood injuries, accidents, and death. Include personal reflection on article. Opinions, thoughts, possible strategies to reduce the occurrence of early childhood injuries, accidents, and death.

2.1 Plan and organize a classroom space for your ideal classroom. Include: NAEYC space guidelines, floor plan, furniture, toys and supplies selection, and total cost of classroom. Describe what makes the environments safe and healthy. Present information.

2.2 Collect pictures, videos, etc. that illustrate detailed layouts of early childhood classrooms. Evaluate the classroom(s) using student-created rubrics. Share the results of the evaluations and plot the results on a graph. Write a short reflection on the results of the graph and how the information can be applied.

2.3 Using DSS and NAYEC guidelines, develop a safety checklist and evaluate learning spaces for safety hazards and/or proper safety precautions. Summarize the strengths and weaknesses of the learning spaces. Develop list of corrective measures for weaknesses in learning spaces.

3.1 Observe, practice, and discuss first aid demonstrations. Develop a quick reference guide to handling first aid emergencies.

3.2 Develop questions and invite a health care professional to demonstrate first aid and safety techniques.

3.3 Provide scenario topics to create role play demonstrations. Create scenarios requiring first-aid skills. Role play scenario. Conduct peer/teacher evaluations of the scenarios.

4.1 Identify a specific age group and create a safety video demonstrating the correct procedures for emergency situations for students in early childhood classes. Preview the videos as a class and provide constructive feedback for improvements. Revise the videos and arrange with teachers

of the specific age groups to share the video. Allow time for children to practice behaviors shown in the video.

4.2 Draw a diagram of escape routes and practice emergency procedures and conduct emergency drills. Discuss possible special circumstances that may need to be considered when an emergency occurs. Recommend strategies to effectively deal with each special circumstance.

4.3 Discuss various emergency situations. Brainstorm procedures and supplies needed to properly deal with the emergency to minimize personal loss and injury.

5.1 Research and compile ten healthy recipes for preschool children using the U.S.D.A guidelines. Select and prepare at least one recipe. Conduct taste testing from a smorgasbord of prepared foods.

5.2 Collaborate with an early childhood center/class and plan/ prepare healthy recipes for early childhood. Plan recipes/menus for breakfast, lunch, snacks, birthday parties, holidays, and other special occasions. Package prepared recipes in aesthetically pleasing ways and visit early childhood classes to serve the food. Reflect on the experience and talk about what went well and what needs to change.

6.1 Research the Universal precautions based on OSHA standards used for prevention of the spread of communicable diseases. Present one universal precaution using a variety of methods such as modeling hand washing, developing posters, demonstrating blood and body fluid handling, demonstrating how to put on and take off gloves.

6.2 Create a PowerPoint presentation on health issues and concerns. Include prevention and reporting procedures.

6.3 Create a public service announcement to present research on selected illness, disease, or disorder.

7.1 Research statistics showing the number of local, state, and national child abuse and neglect occurrences. Compare the numbers by plotting on a graph. Cite source(s) using MLA format. Brainstorm reasons why abuse and neglect occur. Discuss special programs/groups that have been formed to address the problems and inform the masses. Create a class advocacy group (simulated or real). Meet on a regular basis to discuss current events that show clear cases of abuse/neglect and positive approaches the advocacy group can use to help alleviate the problems.

7.2 Create a PowerPoint presentation on types of abuse and neglect. Include possible warning signs and reporting procedures.

7.3 Identify and interview people who have overcome childhood adversities.(If possible, invite them to the class to share experiences and how they were able to overcome the experience.)

7.4 Invite a guest speaker from local agencies that provide emergency care for children. Interview the guest speaker from developed interview questions. Schedule a tentative date to make contributions to the agency. Arrange class-/school-wide project to donate needed items. Plan and implement a special program to increase awareness to collect donated items. Assemble care packages and present packages to local agencies serving children and families.

Formative Assessments: exit ticket, checklist, presentations, performance to demonstrate learning, projects with several interval products, self-evaluations, peer evaluations, class discussions, reflections, role play, rubrics

FACS Student Organization – Family, Career, and Community Leaders of America (FCCLA)

APPLICATION/ASSESSMENT THROUGH FCCLA

Community Service: child abuse awareness education; projects to improve child care settings
Dynamic Leadership: Conflict Management for Leaders
Families First: Parent Practice
Leaders at Work: Early Childhood, Education and Services leadership projects
STAR Events: Entrepreneurship; Focus on Children
STOP the Violence: violence prevention lessons with children; child abuse education and reporting; exploration of security procedures in child care settings
Student Body: health habit and nutrition projects with children

Resources:

www2.edc.org/hhd (**Health and Human Development Programs**) program design, assessment and other resources for teaching health and human development

http://healthweb.org (**Health Web**) information on various health issues

www.ghbooks.com (**Gryphon House Books**) publishing house with free activities for parents and teachers to use with infants and children

www.nccic.org (**National Child Care Information Center**) U.S. Department of Health and Human Services: an electronic question-answering service about childcare issues, links to childcare resource list and directories

www.cpsc.gov/cpscpub/pubs/chldcare.html (**Consumer Product Safety Commission**) Child Care Safety Checklist for Child Care Settings

www.cdc.gov/ncidod/hip/abc/abc.htm (**The Center for Disease Control**) An online handbook for child care providers, includes a link to fact sheets for specific childhood diseases and conditions

www.aap.org/family/carseatguide.htm (**American Academy of Pediatrics**) Family Shopping Guide to Car Seats

www.connectforkids.org (**Connect for Kids**) resources including free e-newsletter

www.kidsnet.org (**Kidsnet.org**) guide to Internet use for children

www.naecte.org (**National Association of Early Childhood Teacher Educators**) membership organization of early childhood teacher educators

www.dontshake.com National Center on Shaken Baby Syndrome – excellent site

www.shakenbaby.com Shaken Baby Alliance – Good Information

www.sbsplus.com Shaken Baby Syndrome Prevention Plus – Good Preventive

www.nichd.nih.gov (**National Institute of Child Health and Human Development**) news, articles and other resources for child health and human development

F. COLLABORATIVE RELATIONSHIPS

SC Standard F1. Model effective collaborative relationship skills.

FACS Nat'l Standard: 4.5 Demonstrate techniques for positive collaborative relationships with children.

Early Childhood Education Assessment/Credential: 5A. Apply developmentally appropriate guidelines for guiding children's behavior. 5B. Demonstrate problem-solving skills with children. 5C. Demonstrate interpersonal skills that promote positive and productive relationships with children.5D. Implement strategies for constructive and supportive interactions between children and families. 5E. Analyze children's developmental progress and summarize developmental issues and concerns.

National Association for the Education of Young Children (NAEYC): Core Standard 2: Building Family and Community Relationships-2a.Knowing about and understanding diverse family and community characteristics; 2b.Supporting and engaging families and communities through respectful, reciprocal relationships; 2c.Involving families and communities in their children's development and learning; **Core Standard 6:Becoming a Professional-6c.**Engaging in continuous collaborative learning to inform practice.

ParaPro Assessment (0755) : I. Understand, interpret, and analyze a wide range of text. II. Apply reading skills and knowledge to classroom instruction. III. Assess knowledge of mathematical concepts and ability to apply them to abstract and real-life situations. IV. Apply mathematics skills and knowledge to classroom instruction. V. Assess the ability to identify errors in standard written English, word usage, punctuation and spelling and identify parts of a sentence, and parts of speech. VI. Apply writing skills and knowledge in classroom instruction**.**

Academic Alignment: ELA A1, A2, A3, A4, A5, & A6; E A7, A8, A9; USG A12, A14; USHC A15; DA A25, A27; HE A30, A31, A33, A34, A37; ISTE A38, A39, A40, A41, A42, A43

Essential Question(s):
How do collaborative relationships contribute to a more effective learning environment?

Indicators:

What Students Should Know:
1. Interpersonal skills
2. Communication techniques
3. Team building
4. Problem solving
5. Ethical behavior
6. Family involvement
7. Community resources

What Students Should Be Able to Do:
1. Demonstrate interpersonal skills that promote positive and productive relationships.
2. Demonstrate a variety of communication techniques.
3. Organize team building activities with peers and children.
4. Apply problem-solving techniques.
5. Describe ethical behaviors.
6. Analyze methods of promoting family involvement.
7. Identify community resources for peers and children.

Sample Learning Strategies:

1.1 Describe and discuss interpersonal skills and their importance in promoting a positive and productive relationship with children. Write a three-minute skit modeling an assigned interpersonal skill. Role play the skit. Create a skit portraying positive interpersonal skills

1.2 Create and conduct scavenger hunts and other cooperative learning activities designed for young children. Implement the activities as an interactive classroom demonstration for peers.

2.1 Develop an oral presentation addressing effective communication strategies in the workplace.

2.2 Engage in mock situations to practice communicating with parents (e.g, phone calls home for good behavior, positive post cards home, parent-teacher conferences). Conduct peer evaluations.

2.3 Practice communicating with children (e.g., bend down to engage children and provide support) and evaluate through class discussion.

2.4 Write a reflection summarizing an article related to communication from a professional journal.

2.5 Research, observe, and practice nonverbal responses for various scenarios.

3.1 Organize team-building activities with peers and children. For example, Human Knot: Everyone stands in a circle and puts their right hand into the middle. They clasp hands with someone across the circle. Then, everyone puts their left hand into the middle of the circle and clasps the hand of a *different* person. The group is now in a "knot." The object is for the group to untangle itself without releasing anyone's hand.

4.1 Identify various problems associated with early childhood education. Apply the planning process steps from FCCLA (http://fcclainc.org/assets/files/revised_ceguide2012.pdf) page 33 to develop a plan to address a specific problem. Share the process with classmates and provide feedback to make improvements in the plan.

5.1 Role play ethical and unethical behaviors. Peer observers with comment on the role play and discuss what makes certain behaviors ethical or unethical.

5.2 Brainstorm a list of one sentence scenarios that show ethical or unethical behaviors. In small groups discuss the list and categorize the behaviors. Share group discussions with the class.

6.1 Research strategies that lead to family involvement in the education of children. Develop a visual with ideas to increase family involvement.

6.2 Discuss the importance of family involvement in the education of children. Create a wordle about family involvement and the positive results.

7.1 Develop an electronic community resources reference guide for children and families.
Present the information. Conduct evaluations. Edit and revise as needed. Display and disseminate the resource file.

Formative Assessments: Socratic discussion, learning logs, self-evaluations, projects, exit tickets, skits/performances, student conferencing, peer evaluations, observations, record-keeping

FACS Student Organization – Family, Career, and Community Leaders of America (FCCLA)
APPLICATION/ASSESSMENT THROUGH FCCLA
Career Connection: ACCESS SKILLS for Career Success
Community Service: projects that involve and benefit families
Dynamic Leadership: Problem Solving for Leaders; Relationships for Leaders; Conflict Management for Leaders; Team Building for Leaders; Peer Education for Leaders
Families First: Families Today; Meet the Challenge; Parent Practice
FCCLA FACTS: traffic safety projects with children and families
Financial Fitness: money management projects with children
Leaders at Work: Early Childhood, Education and Services leadership projects
Power of One: A Better You; Speak Out for FCCLA; Working on Working
STAR Events: Chapter Showcase; Focus on Children; Interpersonal Communications; Job Interview
Student Body: fitness, nutrition and self-esteem projects with children

Resources:
www.funschool.com (Funschool) educational games and activities organized into ability levels from preschool to sixth grade
www.gameskidsplay.net (Games Kids Play) listing of popular kids games with rules
www.ghbooks.com (Gryphon House Books) publishing house with free activities for parents and teachers to use with infants and children.
www.johnsonsbaby.com (Johnson's) includes child development stages of development by month from 1-12 months, 18 months and 24 months
www.kidsource.com (Kidsource) commercial site with resources for working with young children

LISTING OF ADDITIONAL RESOURCES

www.childstats.gov (Federal Interagency Forum on Child and Family Statistics) statistics on children and families

www.ed.gov/index.jsp (U.S. Department of Education) includes resources for educators

www.nichd.nih.gov (National Institute of Child Health and Human Development) news, articles and other resources for child health and human development

www.cfc-efc.ca/menu/famlife_en.htm (Child and Family Life of Canada) access to various documents about family life

http://fyd.clemson.edu/building.htm (Building Family Strengths) a curriculum and other resources from Clemson University Extension

www2.edc.org/hhd (Health and Human Development Programs) program design, assessment and other resources for teaching health and human development

www.familiesandworkinst.org (Families and Work Institute) publications, research and other resources

www.feedingminds.org (Feeding Minds) worldwide educational initiative about hunger issues for school children of all ages; the web site includes classroom materials for teachers to discuss and understand the problem of hunger in the world

http://healthweb.org (Health Web) information on various health issues

www.secondharvest.org (The Second Harvest) anti-hunger organization

www.strength.org (The Share our Strength) anti-hunger organization's web site

www.ghbooks.com (Gryphon House Books) publishing house with free activities for parents and teachers to use with infants and children

www.nccic.org (National Child Care Information Center) U.S. Department of Health and Human Services: an electronic question-answering service about childcare issues, links to childcare resource list and directories

www.cpsc.gov/cpscpub/pubs/chldcare.html (Consumer Product Safety Commission) Child Care Safety Checklist for Child Care Settings

www.cdc.gov/ncidod/hip/abc/abc.htm (The Center for Disease Control) An online handbook for child care providers, includes a link to fact sheets for specific childhood diseases and conditions

www.cdc.gov/safeusa (Safe USA) resources for reducing injury and deaths from accidents for youth in various settings

www.cdc.gov/safeusa/move/childpassenger.htm (Consumer Product Safety Commission) Child Passenger Safety Information

http://institute.wheelock.edu (Wheelock College Institute for Leadership and Careers Initiatives) early childhood career development resources, including links to state resources

http://nrc.uchsc.edu (National Resource Center for Health and Safety in Child Care) resources for health and safety in out-of-home child care settings; licensure regulations from the 50 states are available on this website funded by U.S. Maternal and Child Health Bureau

www.cfw.tufts.edu (The Child and Family Web Guide) web resources early childhood from Tufts University

www.fpg.unc.edu/ (Frank Porter Graham Child Development Center) multi-disciplinary centers for study of young children and their families with link to National Center for Early Development and Learning and access to the Early Childhood Environment Rating Scales from University of North Carolina at Chapel Hill

www.ccw.org/home (**Center for Child Care Workforce**) resources for child care teachers and providers; includes compensation information

www.naccp.org (**National Association of Child Care Professionals**) resources about careers in Child Care

www.naeyc.org/default.htm (**National Association for the Education of Young Children**) resources include ability to search for NAEYC accredited childcare centers

www.nccic.org (**National Child Care Information Center**) adjunct ERIC clearinghouse for childcare

www.aap.org/family/carseatguide.htm (**American Academy of Pediatrics**) Family Shopping Guide to Car Seats

www.childrennow.org (**Children Now**) resources to improve news and entertainment media for children and about children's issues

www.connectforkids.org (**Connect for Kids**) resources including free e-newsletter

www.kidsnet.org (**Kidsnet.org**) guide to Internet use for children

www.naecte.org (**National Association of Early Childhood Teacher Educators**) membership organization of early childhood teacher educators

www.nccanet.org (**National Child Care Association**) resources for childhood care and education

www.pbskids.org/rogers/ (**Mister Rogers' Neighborhood**)

www.pbs.org/teachersource (**PBS teacher source**) lesson plans for early childhood

www.sesameworkshop.org (**Sesame Street Workshop**)

www.sesameworkshop.org/parents (**Sesame Street Workshop**) guide for parents

www.safekids.org (**National SAFE KIDS Campaign**) **resources** for prevention of unintentional childhood injury

www.toysafety.net/ (**National Association of State Public Interest Research Groups**) toy safety information

www.toy-tia.org/consumer/parents/safety/4toysafety.html (**Toy Industry Trade Association**) toy safety information from industry

www.icomm.ca/daycare (**A Daycare Providers Home Page**) links to areas such as daycare, pre-school, business and legal issues

www.atozteacherstuff.com/themes (**A to Z Teacher Stuff**) Child development themes teacher resources

www.beritsbest.com (**Beritsbest**) teacher resources from creators of Theodore Tugboat

www.billybear4kids.com (**Billy Bear 4kids**) resources for free and to purchase to use with young children

www.childfun.com/themes (**Childfun.com**) resources for working with young children

www.enchantedlearning.com/dictionary.html (**Little Explorers Picture Dictionary**) picture dictionary with links

www.family.go.com/ (**Family Go.com**) resources from Disney

www.funschool.com (**Funschool**) educational games and activities organized into ability levels from preschool to sixth grade

www.gameskidsplay.net (**Games Kids Play**) listing of popular kids games with rules

www.ghbooks.com (**Gryphon House Books**) publishing house with free activities for parents and teachers to use with infants and children.

www.johnsonsbaby.com (**Johnson's**) includes child development stages of development by month from 1-12 months, 18 months and 24 months

www.kidsource.com (**Kidsource**) commercial site with resources for working with young children

www.kinderstart.com (**Kinderstart**) search engine for children's issues

www.pampers.com (**Pampers**) resources for the very young child

www.preschoolprintables.com (**Preschool Printable**) includes several printables including lesson plans, calendars, certificates and other classroom helps

www.recipes4learning.com (**Recipes4learning**) resources for activities for young children
www.theeducationcenter.com (**The Education Center**) resource catalog for early childhood
www.theideabox.com (**The Idea Box**) resources and activities for early childhood educators
www.thelastplanet.com/babyhp.htm (**The Last Planet**) bulletin board for those concerned with infant issues
www.Yahooligans.com (**Yahoo**) web guide for kids
http://www.acei.org/index.html Childhood Today
http://www.earlychildhood.com/
http://www.reading.org
http://www.naeyc.org/ National Association for the Education of Young Children
www.ed.gov/index.jsp (**U.S. Department of Education**) includes resources for educators
www2.edc.org/hhd (**Health and Human Development Programs**) program design, assessment and other resources for teaching health and human development
http://institute.wheelock.edu (**Wheelock College Institute for Leadership and Careers Initiatives**) early childhood career development resources, including links to state resources
http://institute.wheelock.edu (**Wheelock College Institute for Leadership and Careers Initiatives**) early childhood career development resources, including links to state resources
http://nrc.uchsc.edu (**National Resource Center for Health and Safety in Child Care**) resources for health and safety in out-of-home child care settings; licensure regulations from the 50 states are available on this website funded by U.S. Maternal and Child Health Bureau
www.naeyc.org/default.htm (**National Association for the Education of Young Children**) resources include ability to search for NAEYC accredited childcare centers
www.bls.gov/oco (**Bureau of Labor Statistics**) Occupational Outlook Handbook
www.ccw.org/home (**Center for Child Care Workforce**) resources for child care teachers and providers; includes compensation information
www.naccp.org (**National Association of Child Care Professionals**) resources about careers in Child Care
www.BuildingRelationshipSkills.org (**The Dibble Institute for Marriage Education**) resources for teaching relationship skills to teens
www.learningseed.com/catalog/inter.html (**Learning Seed**) description of videos related to interpersonal skills
www.wholefamily.com (**Whole Family.com**) real life dramas on issues related to marriage, parenting and teen life and expert advice
www.cfc-efc.ca/menu/famlife_en.htm (**Child and Family Life of Canada**) access to various documents about family life
www.nichd.nih.gov (**National Institute of Child Health and Human Development**) news, articles and other resources for child health and human development
http://chiron.valdosta.edu/whuitt/col/regsys/maslow.html (**Conditions of Learning**) description with charts of A. Maslow's theories
www.funschool.com (**Funschool**) educational games and activities organized into ability levels from preschool to sixth grade
www.johnsonsbaby.com (**Johnsonâs**) includes child development stages of development by month from 1-12 months, 18 months and 24 months
www.autism-society.org (**The Autism Society of America**) resources for autism community
www.familyvillage.wisc.edu (**Family Village**) disability related resources for families, Joseph P. Kennedy Jr. Foundation and Mitsubishi Electric Foundation, University of Wisconsin, Madison
www.cdc.gov/safeusa (**Safe USA**) resources for reducing injury and deaths from accidents for youth in various settings

www.safekids.org (**National SAFE KIDS Campaign**) **resources** for prevention of unintentional childhood injury

www.childstats.gov (**Federal Interagency Forum on Child and Family Statistics**) statistics on children and families

www.BuildingRelationshipSkills.org (**The Dibble Institute for Marriage Education**) resources for teaching relationship skills to teens

www.learningseed.com/catalog/inter.html (**Learning Seed**) description of videos related to interpersonal skills

www.wholefamily.com (**Whole Family.com**) real life dramas on issues related to marriage, parenting and teen life and expert advice

www.cfc-efc.ca/menu/famlife_en.htm (**Child and Family Life of Canada**) access to various documents about family life