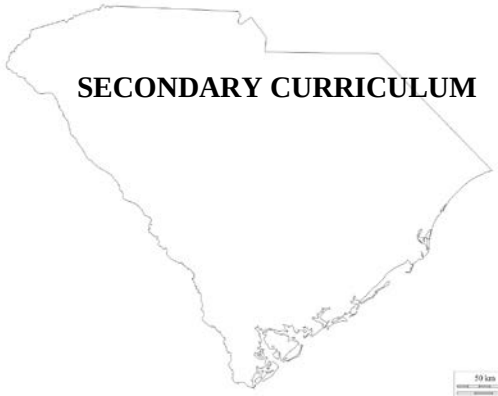


INTRODUCTION TO EARLY CHILDHOOD EDUCATION

Academic Standards and Curriculum Resource

Course Code - 5702

SECONDARY CURRICULUM



INTRODUCTION TO EARLY CHILDHOOD EDUCATION

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Introduction to Early Childhood Education is designed as an introduction of skills required for a career in the care, education and administration of programs for young children. Students will develop skills in areas including career paths, developmentally appropriate practices, safe and healthy learning environments, and collaborative relationships. Academics and employability skills are integrated throughout the course. Units from this course could be applied to education and training, health sciences, business, and human services clusters. 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.)

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:	9-11
Recommended Maximum Class Size:	24
Prerequisite:	none

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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

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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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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:

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

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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

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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; 6c Integrating knowledgeable reflective, and critical perspectives on early education; 6d 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; EA7, 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**
- **National Assessment/Credential Alignments**
- **National Program Standards Alignments**
- **National Assessment 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.

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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

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- **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.

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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

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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.

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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).

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ece Academic Standards

B. CAREER PATHS AND EMPLOYMENT

B1. Analyze the characteristics, requirements, and roles of early childhood professionals.

C. DEVELOPMENTALLY APPROPRIATE PRACTICES

C1. Analyze the domains of development.

D. SAFE AND HEALTHY LEARNING ENVIRONMENTS

D1. Evaluate safe and healthy practices when working with children.

E. COLLABORATIVE RELATIONSHIPS

E1. Evaluate techniques for establishing and maintaining positive collaborative relationships.

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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.

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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.*

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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)**

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- 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

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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*

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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.

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 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.

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- 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_ELASStandards.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.

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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

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- 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.

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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; and 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.

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SCIENCE ACADEMIC STANDARDS

http://ed.sc.gov/agency/se/Teacher-Effectiveness/Standards-and-Curriculum/documents/sciencestandardsnov182005_001.pdf

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.

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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/CCSS 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.

INTRODUCTION TO EARLY CHILDHOOD EDUCATION Academic Standards and Curriculum Resource Course Code - 5702

- **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

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

INTRODUCTION TO EARLY CHILDHOOD EDUCATION Academic Standards and Curriculum Resource Course Code - 5702

- 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**
-
- 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
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- 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
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- Apply geometric concepts in modeling situations

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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

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

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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,

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

Conditional Probability and the Rules of Probability

- • Understand independence and conditional probability and use them to interpret data
- • Use the rules of probability to compute probabilities of compound events in a uniform probability model

Using Probability to Make Decisions

- • Calculate expected values and use them to solve problems
- • Use probability to evaluate outcomes of decisions

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

Indicators

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- 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.

- **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**
- **Using Probability to Make Decisions**
- Calculate expected values and use them to solve problems
- Use probability to evaluate outcomes of decisions

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.

Common Core Alignments – MATHEMATICS | HIGH SCHOOL

http://ed.sc.gov/agency/programs-services/190/documents/CCSSI_MathStandards.pdf

MATHEMATICS | HIGH SCHOOL—NUMBER and QUANTITY – PAGE 59

The Real Number System

- Extend the properties of exponents to rational exponents
- Use properties of rational and irrational numbers.

Quantities

- Reason quantitatively and use units to solve problems

The Complex Number System

- Perform arithmetic operations with complex numbers
- Represent complex numbers and their operations on the complex plane
- Use complex numbers in polynomial identities and equations

Vector and Matrix Quantities

- Represent and model with vector quantities.
- Perform operations on vectors.
- Perform operations on matrices and use matrices in applications.

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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)

Indicator(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)

Indicator(s):

- Analyze the possible causes of conflict in schools, families, and communities.

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- 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)**

Indicator(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)**

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Indicator(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)**

Indicator(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, ONE-PAGE PDF):

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

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.

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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 lifelong 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:

National Educational Technology Standards for Students, Second Edition, ©2007, ISTE® (International Society for Technology in Education), www.iste.org. All rights reserved.

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Unit Plans for ECE Academic Standards

B. CAREER PATHS AND EMPLOYMENT

SC Standard B1. Analyze the characteristics, requirements, and roles of early childhood professionals.

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

Academic Alignment: ELA: A1, A2, A3, A4, A5, A6; E A7, A8; USG A11, A14; EA A21; IA A22, A23; DA A25, A26, A27; HE A31, A33, A34, A35, A37; ISTE A38, A39, A40, A41, A42, A43

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.

Essential Question(s):

Why pursue a career in early childhood education?

Indicators:

What Students Should Know:

1. Characteristics of a childhood educator
2. Responsibilities of early childhood educators
3. Ethical practices
4. Careers
5. Education and training requirements

What Students Should Be Able to Do:

1. Explain how personal characteristics promote the success of early childhood educators.
2. Explain the responsibilities of early childhood professionals.
3. Explore ethical practices in early childhood education.
4. Identify careers in early childhood education.
5. Summarize education and training requirements for various positions in early childhood education.

Sample Learning Strategies

- 1.1 Complete online interest inventories. Compare personal interests to careers in Early Childhood Education.
- 1.2 Observe childcare workers in different job settings and identify personality characteristics most needed to effectively work with children. Conduct a self-analysis on a weekly basis. Discuss with peers/instructor. Set personal goals based on findings.

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- 2.1 Develop a presentation showing the different responsibilities of early childhood educators in different settings. Conduct peer evaluations of the presentation using student –made pre-established rubrics.
- 3.1 Define ethical and unethical behaviors. Role play ethical and unethical behaviors. Discuss the behaviors and what makes them ethical and unethical.
- 3.2 Create a visual presentation on ethical and professional behaviors. Evaluate presentations using a teacher/student-made rubric.
- 3.3 Research laws related to the care of young children. Conduct mock trials of various scenarios to demonstrate the laws that protect young children.
- 4.1 Using the Occupational Outlook Handbook, research careers in early childhood education. Outline education and training requirements and the associate salaries.
- 4.2 Create a career ladder in the childcare industry that progresses from entry level to professional positions and include associated salary ranges.
- 5.1 Develop a list of questions for professionals who work with young children. Invite guest speakers. Take notes and ask questions. Discuss information that was known, wanted to know, and learned (KWL).

Formative Assessments:

Interest inventories, observations, presentations, peer evaluations, performances to demonstrate learning, open-response questions, projects with several interval products, student self-evaluation, rubrics

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

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.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

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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

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C. DEVELOPMENTALLY APPROPRIATE PRACTICES

SC Standard C1: Analyze the domains of 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. .

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):

What do developmental domains have to do with developmentally appropriate practices?

Indicators:

What Students Should Know:

1. Domains of development
2. Principles of development
3. Developmental milestones
4. Age appropriate activities
5. Growth and development

What Students Should Be Able to Do:

1. Describe the domains of development.
2. Describe the basic principles of development.
3. Identify developmental milestones.
4. Identify age appropriate learning activities in each domain of development.
5. Explain strategies that promote growth and development.

Sample Learning Strategies:

- 1.1 Create a visual of the domains of development (State the domain, Elaborate, Give an eXample, Illustrate).
- 1.2 Design a presentation of ages and stages of development. Present information to different audiences. Conduct an evaluation of the presentation. Compile and graph the results. Discuss the results and how the information can be used.
- 1.3 Identify cartoon characters that exemplify the stages of development. Explain the reasons for selecting the cartoon character and how they represent the stages of development.
- 1.4 Read a book depicting the development of a child. Identify the various domain and provide specifics examples each domain from the book. Develop a presentation for the class.

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- 2.1 Research the principles of development. Develop a visual and give an example of each principle. Discuss why these principles are important.
- 2.2 Watch and identify the principles of development in the movie “Babies” by Thomas Balms. Stop the movie at various intervals and discuss the principles. Write a reflection of the movie and relate information to real life situations.
- 3.1 Perform a skit illustrating developmental milestones. Develop checklists to determine if important information is illustrated in the skit. Conduct peer evaluations.
- 3.2 Develop a brochure for new parents on ages and stages of development. Conduct peer evaluations of the brochure. Revise according to feedback given. Distribute the brochures.
- 4.1 Select toys that promote growth and development for each domain. Explain how toys promote growth and development for each of the domains. Develop a visual that gives helpful tips for selecting toys.
- 4.2 Research age appropriate activities. Design a game/toy/activity for a specific age group. Engage peers in the game/toy/activity. Conduct a self- and peer-evaluation. Write a reflection of the experience.
- 5.1 Engage children in meaningful conversations to enhance learning. Set established guidelines and conduct self and peer evaluations. Reflect on the experience and discuss what was done well and changes to be made to get better results.
- 5.2 Watch the video “10 Things Every Child Needs” (1997). List the ten things and provide a personal viewpoint on each.

Formative Assessments:

Interest inventories, observations, presentations, peer evaluations, performances to demonstrate learning, open-response questions, projects with several interval products, student self-evaluation, rubrics

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.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

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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

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

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

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D. SAFE AND HEALTHY LEARNING ENVIRONMENTS

SC Standard D1. Evaluate safe and healthy practices when working with children.

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

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 are health and safety practices important when working with young children?

Indicators:

What Students Should Know:

1. Characteristics of a safe and healthy environment
2. State and federal regulations
3. Personal hygiene skills
4. Nutritional needs of children
5. Basic first aid procedures
6. Security and emergency procedures
7. Symptoms of child abuse and neglect
8. Emergency procedures

What Students Should Be Able to Do:

1. Explain characteristics of a safe, sanitary, and healthy child environment.
2. Identify state and federal regulations for safe and healthy childcare practices and facilities.
3. Demonstrate personal hygiene skills necessary to maintain a safe childcare environment.
4. List USDA guidelines for healthy meals and snacks.
5. Describe procedures for handling emergencies, accidents, and injuries.
6. Outline security procedures to be followed when working with children.
7. Describe the symptoms of possible abuse and neglect.
8. Develop an emergency preparedness plan.

Sample Learning Strategies

- 1.1 Develop a checklist for evaluating safety and sanitation features in a childcare setting to include classroom, playground, and food preparation areas.
- 2.1 Research OSHA regulations regarding safety and health practices in childcare settings. Present findings to the class using power point, poster, brochure, or movie maker.
- 2.2 Invite an inspector for early childhood education programs to visit and present information to the class about evaluations performed in programs, training of staff and general education information. Write a reflection on the visit to include your thoughts on the job of the inspector, thoughts on how this job could affect quality of programs and new knowledge.

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- 3.1 Create visuals for classroom display related to personal hygiene – appropriate for young children who cannot read yet.
- 4.1 Evaluate menus and snacks for meeting the nutritional requirements of children using U.S.D.A. guidelines.
- 4.2 Prepare and sample healthy and nutritious foods.
- 5.1 Design a basic first aid kit for use in the classroom.
- 5.2 Invite the school nurse to discuss basic first aid procedures.
- 6.1 Research the types or areas of child abuse and neglect including symptoms and reporting procedures. Develop visual presentation on findings.
- 7.1 Prepare an emergency preparedness plan using Internet resources such as www.ready.gov.

FORMATIVE ASSESSMENT:

Checklist, presentations, performance to demonstrate learning, projects with several interval products, peer evaluations, self-evaluations or exit tickets.

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:

www.dontshake.com National Center on Shaken Baby Syndrome. The Center's mission is "To educate and train parents and professionals, and to conduct research that will prevent the shaking and abuse of infants in the United States".

www.shakenbaby.com Shaken Baby Alliance – The Shaken Baby Alliance's mission is to provide support for victim families and professionals, prevention of child abuse, and justice for the innocent victims of child abuse.

www.sbsplus.com Shaken Baby Syndrome Prevention Plus consists of frequently asked questions and answers about Shaken Baby Syndrome (SBS).

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

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

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E. COLLABORATIVE RELATIONSHIPS

SC Standard: E1. Evaluate techniques for establishing and maintaining positive collaborative relationships.

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

Early Childhood Education 1 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. 7A. Demonstrate an understanding of the diversity in family units and roles. 7B. Plan communication strategies to strengthen parent/child care provider relationships. 7C. Determine community resources available to children and their families. 7D. Describe methods for facilitating respectful, reciprocal relationships between child care providers and the community.

Para-Pro 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): What is the importance of maintaining positive relationships?

Indicators:

What Students Should Know:

1. Diversity
2. Positive Relationships
3. Social Development
4. Service Learning
5. Communication Skills

What Students Should Be Able to Do:

1. Explain how diversity in family units and roles may be reflected in a child's behavior.
2. Describe techniques for developing positive relationships.
3. Create activities that help to foster social development.
4. Perform service learning projects that create connections with the community.
5. Demonstrate effective communication skills.

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Sample Learning Strategies:

- 1.1 Create scenarios showing diversity in family units and roles. Explain how children's behaviors reflect the traditions and expectations of the family.
- 1.2 Locate videos, television shows, etc. showing how children act based on the expectations of the family. Discuss the selected videos and point out the expectations and the specific behaviors of the children.
- 2.1 Develop a long list of short phrases that can be used to help build self-esteem in young children. The list can consist of personal experiences or other phrases. Build self-esteem monuments and display in the classroom, the hallways, etc.
- 2.2 Write a skit that models positive relationships. Discuss the skit and talk about ways the positive relationships can be maintained.
- 2.3 Promote positive relationships among children and adults through role play. Conduct peer critiques of the role play. Discuss the results and make improvements based on the discussion.
- 2.4 Identify various challenges in relationships and discuss how to overcome the challenges and develop/maintain positive relationships.
- 2.5 Plan a Parent Night to foster positive relationships. Engage children and parents in meaningful conversations by showing interest and openness. Write a reflection paper about the night. Include in the paper what worked well, what could be improved, and things that were omitted.
- 3.1 Research different childhood experiences and the resulting social development. Discuss pros and cons of various methods used to raise a child. Explain why certain methods may be effective in some situations and ineffective in others.
- 3.2 Research various people who grew up in adverse conditions and develop to be outstanding citizens. Discuss how others who have advantages during their childhood result in having challenges throughout their life. Explain social development and develop strategies that can lead to good results.
- 3.3 Discuss the importance of developing schedules and how a structured environment affects social development. Establish time periods that a schedule is followed and time periods for the same amount of time when there is no schedule. Compare the results of both. Explain what happens when children do not have a structured day and when they do have a structured day. Discuss and explain the importance of a daily schedule.
- 3.4 Examine sample schedules used when working with young children. Develop a schedule that can be used with a younger relative/friend. Observe the behaviors of the child when there is a schedule to follow versus times when there are no schedules. Discuss findings with peers.
- 4.1 Select and implement a service learning project to positively impact the life of young children. Develop a multimedia presentation to show what was done. Write a reflection paper about the project and share the results with the class.
- 5.1 Create visuals that illustrate positive ways of communicating. Evaluate the visuals using a student-made checklist/rubric. Make improvements based on the results of the rubric.
- 5.2 Observe procedures for communicating with children, parents, and community. Compare the results of the same communication strategies for different audiences. Explain how the communication can be developed for specific audiences.

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- 5.3 Demonstrate a variety of written communication techniques (i.e. invitations, thank you notes, directions, reports, summaries, etc.). Evaluate the written communication using rubrics.
- 6.1 Distinguish between appropriate and inappropriate communications skills when working with young children. Evaluate scenarios of conversations to determine if the child care worker is using appropriate communication skills to enhance the students' learning.
- 6.2 Practice nonverbal cues in communication. Discuss the messages sent to different age groups.
- 6.3 View videos or actual settings of conversations to determine developmental appropriateness and resulting behaviors of students. Make notes of findings. Discuss with the class.
- 6.4 Define active listening skills. Play the game of "pass the message" with the class. The first person in the gets the message in writing and passes the verbal message to the next person. The message is only to be said one time. The last person who receives the message will share it with the class. Compare the message with the original written message. Talk about the similarities or differences in the message. Discuss how the message can be cleared and can remain the same even if it is repeated several times to different people.

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

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
 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:

http://www.skillsyouneed.co.uk/interpersonal_skills.html Interpersonal Skills
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

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

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

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

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.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

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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

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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

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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

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<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 (Johnson's) 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

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