

Education & Training Career Cluster
Early Childhood Education III
Course Number: 20.42500

Course Description:

Early Childhood Education III is the third course in the Early Childhood Care and Education pathway and one option for program completers who may not have the opportunity of participating in the Early Childhood Education Internship. The course provides in-depth study of early brain development and its implications for early learning, appropriate technology integration, and developmentally appropriate parenting and child guidance trends. Also addressed are collaborative parent/teacher/child relationships and guidance, child directed play, the changing dynamics of family culture and diversity, the causes and effects of stress on young children, and infant nutrition.

Mastery of standards through project based learning, laboratory application, technical skills practice, and leadership development activities of the career and technical student organizations will provide students with a competitive edge for either entry into the education global marketplace and/or the post-secondary institution of their choice when continuing their education and training.

Course Standard 1

ET-ECEIII-1

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

Standard: Demonstrate employability skills required by business and industry.

The following elements should be integrated throughout the content of this course.

1.1 Communicate effectively through writing, speaking, listening, reading, and interpersonal abilities.

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

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Nonverbal Communication	Written Communication	Speaking	Applications and Effective Résumés
Communicating Nonverbally	Writing Documents	Using Language Carefully	Completing a Job Application
Reading Body Language and mixed Messages	Constructive Criticism in Writing	One-on-One Conversations	Writing a Cover Letter
Matching Verbal and Nonverbal communication		Small Group Communication	Things to Include in a Résumé
Improving Nonverbal Indicators		Large Group Communication	Selling Yourself in a Résumé
Nonverbal Feedback		Making Speeches	Terms to Use in a Résumé
Showing Confidence Nonverbally		Involving the Audience	Describing Your Job Strengths
Showing Assertiveness		Answering Questions	Organizing Your Résumé
		Visual and Media Aids	Writing an Electronic Résumé
		Errors in Presentation	Dressing Up Your Résumé

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

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

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

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

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

Workplace Ethics	Personal Characteristics	Employer Expectations	Business Etiquette	Communicating at Work
Demonstrating Good Work Ethic	Demonstrating a Good Attitude	Behaviors Employers Expect	Language and Behavior	Handling Anger
Behaving Appropriately	Gaining and Showing Respect	Objectionable Behaviors	Keeping Information Confidential	Dealing with Difficult Coworkers
Maintaining Honesty	Demonstrating Responsibility	Establishing Credibility	Avoiding Gossip	Dealing with a Difficult Boss
Playing Fair	Showing Dependability	Demonstrating Your Skills	Appropriate Work Email	Dealing with Difficult Customers
Using Ethical Language	Being Courteous	Building Work Relationships	Cell Phone Etiquette	Dealing with Conflict
Showing Responsibility	Gaining Coworkers' Trust		Appropriate Work Texting	
Reducing Harassment	Persevering		Understanding Copyright	
Respecting Diversity	Handling Criticism		Social Networking	
Making Truthfulness a Habit	Showing Professionalism			
Leaving a Job Ethically				

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

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

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

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

Cross-Cultural Etiquette			
Working in a Cubicle			

Support of CTAE Foundation Course Standards and Georgia Standards of Excellence L9-10RST 1-10 and L9-10WHST 1-10:

Georgia Standards of Excellence ELA/Literacy standards have been written specifically for technical subjects and have been adopted as part of the official standards for all CTAE courses.

Course Standard 2

ET-ECEIII-2

Recognize, identify, and explore the benefits of child-directed play.

- 2.1 Identify the types and stages of age appropriate play.
- 2.2 Explain the difference between child-directed play and teacher-directed play.
- 2.3 Role play the teacher's role in supporting children's play.
- 2.4 Analyze the value of play as children's work as it relates to learning and development.
- 2.5 Model open-ended questions that will extend children's learning and interactions with others.
- 2.6 Explore gender differences relating to play.
- 2.7 Investigate the requirements for organized play areas in the classroom that are found on typical classroom environment rating scales. For Georgia Industry Certification purposes the Georgia Early Childhood Education Foundation requires the Infant/Toddler Environmental Rating Scale-Revised (ITERS-R) and the Early Childhood Environmental Rating Scale-Revised (ECERS-R).
- 2.8 Plan and create a developmentally appropriate indoor environment that enhances play-based learning.
- 2.9 Plan and create a nature-based outdoor environment that enhances children's discovery and learning.

Course Standard 3

ET-ECEIII-3

Determine activities necessary to support early childhood communication and language development.

- 3.1 Describe the importance of recognizing and responding appropriately to infant communication (i.e. crying, eye contact, looking away, smiling, babbling, cooing) and caregiver response.
- 3.2 Examine appropriate caregiver responses that may include use of appropriate words instead of pointing, use of age-appropriate speech, and the role of the caregiver as a verbal "tour guide."
- 3.3 Demonstrate effective techniques for shared attention between caregiver and infant.
- 3.4 Practice turn taking in play and "conversation" with infants and toddlers.
- 3.5 Explain the connection between motor imitation and verbal tasks for speech development (imitate the following motor tasks: clap, wave, blow a kiss, etc.).
- 3.6 Describe the importance of toddler sound imitation with movement to develop language (train: choo-choo).
- 3.7 Describe the importance of reading to children from infancy throughout childhood.
- 3.8 Evaluate the characteristics of a high-quality children's book using developmentally-appropriate guidelines.

Course Standard 4

ET-ECEIII-4

Using observational and research methods, provide appropriate responses to children who might exhibit challenging behavior and employ various guidance methods for redirecting undesirable behavior in a positive, nurturing manner.

- 4.1 Discuss typical "misbehavior" or "challenging behavior" exhibited by young children.
- 4.2 Recognize developmentally appropriate behavior that might be exhibited by children during each stage of the child's development: infancy, toddler, preschool child (4-5), school age child (6-10), pre-teen (11-13), and teenager (14-17).
- 4.3 Explore the possible causes (e.g., change in family dynamics, change in typical activity patterns, economic or other social) for changes in children's behavior.
- 4.4 Identify appropriate and inappropriate methods of discipline and child guidance as it relates to the state laws of Georgia.
- 4.5 Analyze the importance of a caregiver's efforts to establish a positive, warm, caring, and nurturing environment of mutual respect when guiding the behavior of children.
- 4.6 Research various methods and practices for working with children who exhibit challenging behaviors that allows the child to retain their dignity and self-esteem.
- 4.7 Assess how children of differing ability levels (i.e. special needs, challenging family circumstances) may exhibit behaviors that are considered challenging and how approaches to guidance or discipline should be acknowledged and modified.

Course Standard 5

ET-ECEIII-5

Examine current trends affecting children and caregivers.

- 5.1 Identify and explore elements of parenting including theories about attachment and specific practices that parents use (e.g., baby wearing, co-sleeping, etc.).
- 5.2 Research various parenting styles (e.g., authoritarian, authoritative, permissive, neglectful) and their effect on children's behavior and personalities.
- 5.3 Compare and contrast educational options for families who are choosing early learning environments for their children (e.g., family child care, center-based child care, Head Start, mother's morning out, etc.).
- 5.4 Review recent news related to children and/or care giving (e.g., Georgia's Quality Rating System, safety of child care environments, costs of child care).

Course Standard 6

ET-ECEIII-6

Explore the changing dynamics in family culture and diversity.

- 6.1 Explain the role of families in today's society and the influence on children's development.
- 6.2 Explore modern families and their practices, beliefs, and experiences with children, including ethnic and racial demographics, role of economic sustainability, parental involvement, etc.
- 6.3 Model methods of appropriately communicating with families.
- 6.4 Devise methods of recognizing and incorporating a child's home culture in the classroom.
- 6.5 Demonstrate methods to encourage children's use of home language and, if not English, the development of English proficiency in the school setting.
- 6.6 Research a variety of cultures and demonstrate how to include the traditions and experiences of that culture in the classroom.

Course Standard 7

ET-ECEIII-7

Examine the causes and effects of stress on young children.

- 7.1 Discuss internal and external stressors (i.e. hypersensitivity to environmental conditions, over-and -under stimulation, poverty, hunger, pain, chronic/life-threatening illness, change in family composition, death, bullying, exposure to violence/terrorism, excessive expectation for accomplishment) that may be present in children's lives.
- 7.2 Analyze the vulnerability of young children to stress, using the materials provided by the Harvard University's Center on the Developing Child <http://developingchild.harvard.edu/> and assess the long-term consequences of severe and/or on-going stress on children's physical, social, emotional, and cognitive development.
- 7.3 Describe how stress manifests itself physically in children's behavior.
- 7.4 Identify appropriate caregiver responses to children in stress.
- 7.5 Research community resources and services available to assist children and families dealing with stressful circumstances.

Course Standard 8

ET-ECEIII-8

Explore appropriate technology integration for the young child.

- 8.1 Review and describe national position statements on the role of technology for young children (i.e., NAEYC Position Statement on Technology).
- 8.2 Discuss effects of unmonitored or excessive use of technology on the young child: social/emotional, intellectual, and physical development. Discuss appropriate limits for children's time with technological devices.
- 8.3 Analyze technology available and appropriate limits for the use of technology (TV, computers, cameras, iPads, assistive, etc.) while considering children's developmental levels of young child.
- 8.4 Identify age appropriate technologies and software available.
- 8.5 Assess the caregiver role of monitoring technology use in the learning environment (screen time, age appropriate rating, live gaming, etc.).

Course Standard 9

ET-ECEIII-9

Formulate concepts using Georgia's *Better Brains for Babies* training materials as background information to study the importance of early brain development.

- 9.1 Review the basic organization of the brain and explain the cells that make the brain.
- 9.2 Describe the basic processes and timeline of brain development.
- 9.3 Explore how experience influences the brain's wiring and development.
- 9.4 Identify the connections between the brain and other areas of child development, such as: physical well-being, attachment, play, consistency, stress, and trauma.

Course Standard 10

ET-ECEIII-10

Discover an infant's nutritional needs as well as foods to avoid.

- 10.1 Compare the benefits of breast milk and formula.
- 10.2 Recognize the many factors that contribute to the choice of a caregiver to choose breastfeeding versus bottle-feeding.
- 10.3 Explore factors that affect successful breastfeeding or bottle feeding.
- 10.4 Interpret breastfeeding challenges and solutions.
- 10.5 Describe the process, safety factors, and recommended timelines to consider for introducing solid foods to an infant based on guidance from the American Academy of Pediatrics.
- 10.6 Identify food-related hazards for infants and young children.