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

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

Standard: Demonstrate employability skills required by business and industry.
The following elements should be integrated throughout the content of this course.

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

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

<table>
<thead>
<tr>
<th>Nonverbal Communication</th>
<th>Written Communication</th>
<th>Speaking</th>
<th>Applications and Effective Résumés</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communicating Nonverbally</td>
<td>Writing Documents</td>
<td>Using Language Carefully</td>
<td>Completing a Job Application</td>
</tr>
<tr>
<td>Reading Body Language and mixed Messages</td>
<td>Constructive Criticism in Writing</td>
<td>One-on-One Conversations</td>
<td>Writing a Cover Letter</td>
</tr>
<tr>
<td>Matching Verbal and Nonverbal communication</td>
<td>Small Group Communication</td>
<td>Things to Include in a Résumé</td>
<td></td>
</tr>
</tbody>
</table>
### 1.2 Demonstrate creativity by asking challenging questions and applying innovative procedures and methods.

<table>
<thead>
<tr>
<th>Teamwork and Problem Solving</th>
<th>Meeting Etiquette</th>
</tr>
</thead>
<tbody>
<tr>
<td>Thinking Creatively</td>
<td>Preparation and Participation in Meetings</td>
</tr>
<tr>
<td>Taking Risks</td>
<td>Conducting Two-Person or Large Group Meetings</td>
</tr>
<tr>
<td>Building Team Communication</td>
<td>Inviting and Introducing Speakers</td>
</tr>
<tr>
<td></td>
<td>Facilitating Discussions and Closing</td>
</tr>
<tr>
<td></td>
<td>Preparing Visual Aids</td>
</tr>
<tr>
<td></td>
<td>Virtual Meetings</td>
</tr>
</tbody>
</table>

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

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

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

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

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

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

<table>
<thead>
<tr>
<th>On-the-Job Etiquette</th>
<th>Person-to-Person Etiquette</th>
<th>Communication Etiquette</th>
<th>Presenting Yourself</th>
</tr>
</thead>
<tbody>
<tr>
<td>Using Professional Manners</td>
<td>Meeting Business Acquaintances</td>
<td>Creating a Good Impression</td>
<td>Looking Professional</td>
</tr>
<tr>
<td>Introducing People</td>
<td>Meeting People for the First Time</td>
<td>Keeping Phone Calls Professional</td>
<td>Dressing for Success</td>
</tr>
<tr>
<td>Appropriate Dress</td>
<td>Showing Politeness</td>
<td>Proper Use of Work Email</td>
<td>Showing a Professional Attitude</td>
</tr>
<tr>
<td>Business Meal Functions</td>
<td></td>
<td>Proper Use of Cell Phone</td>
<td>Using Good Posture</td>
</tr>
<tr>
<td>Behavior at Work Parties</td>
<td></td>
<td>Proper Use in Texting</td>
<td>Presenting Yourself to Associates</td>
</tr>
<tr>
<td>Behavior at Conventions</td>
<td></td>
<td></td>
<td>Accepting Criticism</td>
</tr>
<tr>
<td>International Etiquette</td>
<td></td>
<td></td>
<td>Demonstrating Leadership</td>
</tr>
<tr>
<td>Cross-Cultural Etiquette</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Working in a Cubicle</td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>
Support of CTAE Foundation Course Standards and Georgia Standards of Excellence
L9-10RST 1-10 and L9-10WHST 1-10:
Georgia Standards of Excellence ELA/Literacy standards have been written specifically for technical subjects and have been adopted as part of the official standards for all CTAE courses. Additional Georgia Standards of Excellence ELA/Literacy standards for Speaking and Listening are listed in the foundational course standards below.

Course Standard 2

ET-ECE-2
Examine how related student organizations are integral parts of career and technology education courses through leadership development, school and community service projects, and competitive events.

2.1 Research the history of FCCLA and/or FEA.
2.2 Discuss the mission, purpose, motto, colors, official dress and other distinguishing characteristics of FCCLA and/or FEA.
2.3 Explain how participation FCCLA and/or FEA can promote lifelong responsibility for community service and professional growth and development.
2.3 Create a personal leadership plan to participate in programs, conferences, community service and competitive events on the local, state, and national level that align with the competencies, skills and knowledge of this course.

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

Course Standard 3

ET-ECE-3
Analyze career paths within early childhood education and care.

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

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

Course Standard 4

ET-ECE-4
Identify the role of professionalism in early childhood care and guidance.

4.1 Identify personal characteristics required of an early childhood professional.
4.2 Summarize professional codes of ethical conduct.
4.3 Recognize skills and dispositions necessary to communicate and work in a team environment.
4.4 Analyze strategies to build rapport with families to provide support and aid in solving problems.
4.5 Examine early childhood care and education professional organizations.

Support of CTAE Foundation Course Standards and Georgia Standards of Excellence

ELACC9-10SL1: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

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

Course Standard 5

ET-ECE-5
Examine the theories of human development.

5.1 Describe how major theories of human development provide a basis for planning an environment and activities that are developmentally appropriate.
5.2 Research and explain human development theories: cognitive, psychosocial, psychoanalytical, and behaviorist.
5.3 Analyze the impact of heredity and environment on the developing child.
5.4 Investigate major child development theorist and theory contributions to the field of early childhood education.
5.5 Discuss the impact of human development theories on the evolution of early childhood care and learning.

Support of CTAE Foundation Course Standards and Georgia Standards of Excellence

ELACC9-10SL1: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

ELACC9-10SL2: Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

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

Course Standard 6

ET-ECE-6
Explore prenatal development and the growth, development, and care of the infant.

6.1 Discuss the importance of prenatal care and proper nutrition for mother and child.
6.2 Examine the harmful effects of drugs, alcohol and tobacco on the unborn child.
6.3 Identify environmental hazards and their effect on mother and child.
6.4 Discuss genetics and common genetic disorders.
6.5 Analyze the physical, emotional, social, and cognitive development of the infant.
6.6 Determine strategies that promote the health and safety of an infant.
6.7 Analyze recent research in brain development.
Support of CTAE Foundation Course Standards and Georgia Standards of Excellence

ELACC9-10SL1: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

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

SB2: Students will analyze how biological traits are passed on to successive generations.

d. Describe the relationships between changes in DNA and potential appearance of new traits including
   - Alterations during replication:
     - Insertions
     - Deletions
     - Substitutions
   - Mutagenic factors that can alter DNA:
     - High energy radiation (x-rays and ultraviolet)
     - Chemical

Course Standard 7

ET-ECE-7
Explore the growth, development, and care of the toddler.

7.1 Analyze the physical, emotional, social, and cognitive development of the toddler.
7.2 Determine strategies that promote the health and safety of toddler, including those with special needs.

Course Standard 8

ET-ECE-8
Explore the growth, development, and care of the preschool child.

8.1 Analyze the physical, emotional, social, and cognitive development of the preschool child.
8.2 Determine strategies that promote the health and safety of the preschool child, including those with special needs.

Course Standard 9

ET-ECE-9
Survey the growth and development of the school age child, 6-12 years of age.

9.1 Analyze the physical, emotional, social, and cognitive development of the school age child.
9.2 Discuss strategies that promote the health and safety of the school age child, including those with special needs.

Support of CTAE Foundation Course Standards and Common Core GPS and Georgia Performance Standards

ELACC9-10SL1: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

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

ET-ECE-10

Identify techniques for positive collaborative relationships with children.

10.1 Explain the components of effective communication with children.

10.2 Examine guidance approaches that include modeling, behavior modification, and cognitive and psychoanalytic approaches.

10.3 Determine developmentally appropriate practices that promote self-discipline.

10.4 Distinguish guidance strategies, including direct and indirect, that promote positive behavior in children.

10.5 Determine the impact of physical punishment, threats and other negative guidance on children.

10.6 Examine the impact of supervision on children’s learning.

10.7 Discuss principles for working with children displaying negative behavior.

Support of CTAE Foundation Course Standards and Georgia Standards of Excellence

ELACC9-10SL1: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

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

Course Standard 11

ET-ECE-11

Determine components of a well-organized, developmentally appropriate learning environment.

11.1 Identify ways that the activity/interest centers and learning stations enhance the development of children.

11.2 Describe and set up activity/interest centers and learning stations within the environment.

11.3 Describe the role of play as a basis for learning in infant, toddler, preschool, and elementary age children.

11.4 Examine the teacher’s role in play environments.

11.5 Evaluate appropriate indoor and outdoor play environments for various age groups.

11.6 Design an early childhood classroom that promotes a healthy and safe physical and psychological environment that promotes development and learning.

11.7 Evaluate strategies to adapt the learning environment for children with special needs.

Support of CTAE Foundation Course Standards and Georgia Standards of Excellence

ELACC9-10SL1: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

ELACC9-10SL2: Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

ELACC9-10SL4: Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
Course Standard 12

ET-ECE-12

Examine program management and curriculum in early childhood education and care.

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

Support of CTAE Foundation Course Standards and Georgia Standards of Excellence

ELACC9-10SL1: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

ELACC9-10SL2: Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

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

ELACC9-10SL5: Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

Course Standard 13

ET-ECE-13

Incorporate diversity throughout early childhood education and care.

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