

**Education & Training Career Cluster  
Early Childhood Education II  
Course Number: 20.42400**

**Course Description:**

Early Childhood Education II is the second course in the Early Childhood Care and Education pathway and further prepares the student for employment in early childhood care and education services. The course provides a history of education, licensing and accreditation requirements, and foundations of basic observation practices and applications. Early childhood care, education, and development issues are also addressed and include health, safety, and nutrition education; certification in CPR/First Aid/Fire Safety; information about child abuse and neglect; symptoms and prevention of major childhood illnesses and diseases; and prevention and control of communicable illnesses.

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-ECEII-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.**

<b>Person-to-Person Etiquette</b>	<b>Telephone and Email Etiquette</b>	<b>Cell Phone and Internet Etiquette</b>	<b>Communicating At Work</b>	<b>Listening</b>
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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<b>Nonverbal Communication</b>	<b>Written Communication</b>	<b>Speaking</b>	<b>Applications and Effective Résumés</b>
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.

<b>Teamwork and Problem Solving</b>	<b>Meeting Etiquette</b>
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.

<b>Problem Solving</b>	<b>Customer Service</b>	<b>The Application Process</b>	<b>Interviewing Skills</b>	<b>Finding the Right Job</b>
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-ECEII-2**

**Describe the evolution of the roles and expectations of American early childhood educators and the children they teach.**

- 2.1 Compare and contrast young children’s role in society during different historical periods.
- 2.2 Analyze the changes in society’s expectations of early childhood educators.
- 2.3 Review theoretical and political impacts on the evolution of early childhood practice.
- 2.4 Examine current standards-based requirements in the field of Early Childhood Education.

**Course Standard 3**

**ET-ECEII-3**

**Analyze techniques for observing intellectual, physical, and behavioral development of children.**

- 3.1 Identify reasons why practitioners and other support personnel in schools and child care centers observe young children.
- 3.2 Discuss the importance of observing child interactions, children’s strengths and weaknesses in and across domains, children’s reactions to curriculum implementation, and children’s behaviors within the general education classroom.
- 3.3 Determine factors in choosing a method of assessment to document children’s development and identify the advantages and disadvantages of the different approaches to and methods of observation.
- 3.4 Discuss and demonstrate properly recorded observations (e.g. running records, anecdotal record, checklist, etc.).
- 3.5 Interpret whether that child is developing typically, using data collected on a particular area of that child’s development. Explain why that particular assessment approach was the most effective for interpreting this child’s development.
- 3.6 Apply appropriate observation techniques in field or practicum settings for the specified domain of a child’s development that is being measured.

**Course Standard 4**

**ET-ECEII-4**

**Recognize, identify, and explore accommodations for children with exceptional needs.**

- 4.1 Identify characteristics of children with exceptionalities across the major exceptionality categories (intellectual, physical, behavioral, social and emotional concerns), including the gifted child.
- 4.2 Explore accommodations for children with special needs within the general education classroom.
- 4.3 Describe inclusion practices for children with special needs in the general education classroom.
- 4.4 Research the history of federal laws associated with children with special needs.

## Course Standard 5

### ET-ECEII-5

#### Identify nutrition and food-safety principles for optimal child wellness.

- 5.1 Review appropriate hand washing technique as required by Bright from the Start, and measured by early childhood rating scales (e.g., ITERS and ECERS).
- 5.2 Explain the procedures for safe food preparation, storage, and disposal to prevent food borne illness.
- 5.3 Describe the role of following food guidelines as specified in the federal government's Choose My Plate ([Choosemyplate.gov](http://Choosemyplate.gov)) in promoting children's health.
- 5.4 Compare and contrast the difference between malnutrition and under-nutrition.
- 5.5 Describe the lifelong effects of childhood obesity.
- 5.6 Plan developmentally-appropriate nutritious snacks and meals for children.

## Course Standard 6

### ET-ECEII-6

#### Provide a safe environment for children.

- 6.1 Research and demonstrate standard safety rules and practices as required by Bright from the Start in an early childhood and education setting.
- 6.2 Demonstrate safe utilization of indoor and outdoor equipment and materials.
- 6.3 Identify the characteristics of appropriate adult supervision in both indoor and outdoor environments.
- 6.4 Research potential indoor and outdoor safety hazards.
- 6.5 Demonstrate procedures to follow for accidents, medical emergencies, fire and natural disaster, and environmental alerts.
- 6.6 Examine examples of accident and injury reports to understand important components of such reports.
- 6.7 Describe safety procedures for arrival and departure, loading and unloading of children from transportation and the appropriate use of child passenger restraints.
- 6.8 Discuss the use of approved safety restraints when transporting a child in a vehicle or mobile device (e.g., multi-child stroller).
- 6.9 Create guidelines that protect the use of children's identity and images on the internet, in social media, and other publication outlets that may be in use in the child care or learning setting.
- 6.10 Investigate the legal issues resulting from a failure to provide a safe environment for children in an early childhood care and education setting.

## Course Standard 7

### ET-ECEII-7

#### Provide a healthy environment by applying procedures to reduce the infectious process for children in classrooms.

- 7.1 Demonstrate by implementing health and sanitation habits for and with children (i.e., hand washing, diapering and toileting, food routines) to limit cross contamination in a child care or other schooling environment.
- 7.2 Research and implement standard health practice in an early childhood and education setting.
- 7.3 Describe when and where disinfectants solutions should be used and safely housed in classrooms.
- 7.4 Practice universal precautions.
- 7.5 Implement exclusion policies for children with illnesses in group settings.

- 7.6 Examine procedures for maintaining health and vaccination records.
- 7.7 Demonstrate strategies to promote good physical and mental health in children.
- 7.8 Develop examples of health education activities for children.

## Course Standard 8

### ET-ECEII-8

#### Identify the component elements of the communicable illness process.

- 8.1 Describe the three components of the communicable illness process.
- 8.2 Identify places where pathogens are commonly found.
- 8.3 Describe the four methods of disease transmission.
- 8.4 Identify the four stages of an illness.
- 8.5 Research the characteristics of a healthy child and the symptoms of various childhood illnesses.
- 8.6 Analyze the need for vaccinations and discuss Georgia's vaccine exemption policy.
- 8.7 Discuss the immunization schedule recommended by the American Academy of Pediatrics for minimizing acquisition of communicable disease.
- 8.8 Review appropriate methods of distributing and review policies for safe storage of medication.

## Course Standard 9

### ET-ECEII-9

#### Identify types and characteristics of child abuse and neglect.

- 9.1 Identify signs of abuse and neglect including conditions that may be in place in environments where abuse may be more likely to occur.
- 9.2 Describe characteristics of those who commit abusive acts and characteristics of abused or neglected children.
- 9.3 Evaluate how child abuse affects child behavior, health, and ability to learn and develop.
- 9.4 Discuss strategies for supporting the needs of children who have experienced abuse or neglect.
- 9.5 Explain the role of the mandated reporter in reporting suspected child abuse.
- 9.6 Define appropriate procedures for reporting child abuse.
- 9.7 Identify sources of support and assistance for those who have committed abusive acts and for children who have experienced abuse.

## Course Standard 10

### ET-ECEII-10

#### Research and obtain industry required safety certifications.

- 10.1 Obtain infant and child CPR certification.
- 10.2 Obtain pediatric and first aid certification.
- 10.3 Obtain fire safety education, and where possible certification.

## Course Standard 11

### ET-ECEII-11

#### **Analyze licensing and accreditation standards in Georgia and the United States.**

- 11.1 Demonstrate an understanding of Georgia's early care and education licensing rules and regulations (Bright From the Start).
- 11.2 Examine the NAEYC accreditation standards for early childhood classrooms.
- 11.3 Explore the Infant/Toddler Environmental Rating Scale (ITERS) & Early Childhood Environmental Rating Scale (ECERS) elements, emphasizing the areas of play, transitions, health and safety, routines, and schedules.
- 11.4 Evaluate an early childhood program using licensing and/or accreditation checklists.
- 11.5 Investigate the legal issues resulting from breach of confidentiality of sensitive information about children in the early childhood setting.