

Family and Consumer Sciences
Grades 9-12

Early Childhood Education



The University of the State of New York
The State Education Department
Office of Curriculum and Instructional Support
Albany, New York 12234
2010

Acknowledgements

Many Family and Consumer Sciences educators from across New York State contributed to the development of the original Early Childhood Education curriculum guide. Since then, many efforts have been made to maintain the integrity of the curriculum guide while updating the accompanying learning experiences. This revision brings Early Childhood Education into alignment with all educational requirements and recommendations at the state and national levels. A special thank you goes to the writing team for their vision in updating this document, as we acknowledge the time, talents, and expertise of all who contributed to the development of this course.

Curriculum Writing Team 2008

Sally Bakker	North Syracuse Central School District, Cicero
Ann Coleman	Niskayuna Central School District, Niskayuna
Helaine Donn	Hilton High School, Hilton
Sheryl Garofano	North Syracuse Central School District, Cicero
Deborah Hall	Cobleskill-Richmondville Central School, Cobleskill
Cynthia Jennings	Capital Region BOCES, Albany
Karen Koeppe	West Seneca Central School District, West Seneca
Barbara Mikler-Crandon	Newark High School, Newark
Rosemarie Posillico	Burnt Hills-Ballston Lake Central Schools, Burnt Hills
Marta Roberts-Pekar	Burnt Hills-Ballston Lake Central Schools, Burnt Hills
Dawn B. Scagnelli	New York State Education Department, Albany

Foreword

This publication provides guidance to those responsible for planning, implementing, and assessing the commencement level Family and Consumer Sciences Early Childhood Education course. Family and Consumer Sciences courses are designed to help students become competent, confident, and caring in managing their work, family and community lives. Early Childhood Education is a cluster level course in the Human Services and Family Studies content area. All Family and Consumer Sciences courses allow students to apply the process skills of communication, leadership, management, and thinking in an experiential setting. Commencement level Family and Consumer Sciences courses offer minimal duplication among courses and integration of content in an applied context.

Family and Consumer Sciences Core Courses:

- Lifespan Studies
- Food and Nutrition
- Clothing and Textiles
- Housing and Environment

Human Services and Family Studies cluster courses:

- Careers in Human Services
- Child Development and Psychology
- Early Childhood Education
- Adolescent Psychology
- Parenting
- Gerontology
- Independent Living

The Early Childhood Education course may be used to meet the New York State parenting education mandate.

Each Family and Consumer Sciences course promotes student attainment of the commencement level New York State Learning Standards in Family and Consumer Sciences and New York State Learning Standards in Career Development and Occupational Studies. Performance objectives and supporting competencies are based on the National Learning Standards in Family and Consumer Sciences.

Family and Consumer Sciences education is one of the disciplines covered by the Career and Technical Education (CTE) umbrella. As such, Commissioner's Regulations and NYSED policies developed for CTE programs and students apply to Family and Consumer Sciences.

Message to the Teacher

The Early Childhood Education course will provide students with foundational knowledge, skills, and experiences necessary for successful careers in early childhood, education, and related services. Students will learn about various programs available to address the needs of young children and their families and learn to assess their suitability for working in these settings. This course invites all students to apply the process skills of communication, leadership, management, and thinking. The integration of these process skills into each of the content topics is a fundamental component of the Early Childhood Education course. The content topics in the Early Childhood Education course are aligned with the commencement level New York State Learning Standards for Family and Consumer Sciences and Career Development and Occupational Studies. In addition, they are aligned with the National Learning Standards for Family and Consumer Sciences.

This document serves as curricular guidance for Early Childhood Education courses delivered statewide. This course was designed as a 40-week course, though schools may wish to condense the time to 20 weeks. If Early Childhood Education is offered without initial completion of the Child Development and Psychology and Lifespan Studies Core courses, the content topics may be addressed best in a 40-week time frame. To realize the benefits of this course, it is strongly recommended that students have regularly scheduled times to work directly with preschool children. Learning experiences must be hands-on, engaging, and involve application of information and skills to real-life situations.

Teachers of Early Childhood Education may wish to investigate aligning Family and Consumer Sciences courses with those at the college level. Many schools have partnered with area colleges to offer students rigorous college credit-bearing courses within their high school departments.

Students live in a rapidly changing and increasingly complex world. Our students are future family, community and career leaders, and citizens. As citizens of tomorrow, they need to be able to synthesize information, utilize prior knowledge, work cooperatively, and apply critical thinking skills as they progress along their diverse paths. As Family and Consumer Sciences teachers our charge is to empower students by engaging them in experiential activities that will guide them into the future.

Curriculum Overview — Early Childhood Education

1. What is the prerequisite?

The Lifespan Studies Core course is a suggested prerequisite for all cluster-level courses in Human Services and Family Studies. Early Childhood Education was designed as a 40-week course, though schools may wish to condense the time to 20 weeks. If Early Childhood Education is offered without initial completion of the Child Development and Psychology and Lifespan Studies Core courses, the breadth of content topics included may be addressed best in a 40-week time frame.

2. Who can teach the Early Childhood Education course?

All Family and Consumer Sciences courses must be taught by a certified Family and Consumer Sciences teacher. Certified Family and Consumer Sciences educators may also teach the Careers and Financial Management course required for Career and Technical Education majors.

3. How is the Early Childhood Education course organized?

The Early Childhood Education course is divided into 18 content topics:

- Introduction to Early Childhood, Education, and Services (IE)
- Overview of Growth and Development of Preschoolers (OP)
- Observation and Recording: Child Assessment (OR)
- Character Development (CD)
- A Child-Centered Environment (CCE)
- Program Planning and Scheduling (PPS)
- Guiding Play Activities (P)
- Guiding Literacy Activities (L)
- Community Connections and Career Awareness (CCCA)
- Guiding Art Experiences (A)
- Guiding Music and Movement Experiences (MM)
- Guiding Nutrition, Health, and Wellness Experiences (NHW)
- Guiding Science Experiences (S)
- Guiding Math Experiences (M)
- Guidance of Young Children (GYC)
- Guiding Exceptional Children (GEC)
- Management of Center Operations (MCO)
- Teacher, Parent, and Community Relationships (TPC)

Each content topic is introduced with an Essential Question which will allow the students to focus on the process skills involved. This is followed by:

- The Standards Connections
- Key Ideas
- A Rationale
- Performance Objectives and Supporting Competencies

The process skills of communication, leadership, management, and thinking which have been studied in depth in Home and Career Skills are not to be taught separately but rather applied throughout the course using the focus of essential questions.

4. How does the Early Childhood Education curriculum relate to the Learning Standards?

This course is a vehicle through which the commencement level New York State Learning Standards for Family and Consumer Sciences (Personal Health and Fitness, A Safe and Healthy Environment, and Resource Management) can be attained. It addresses the New York State Commencement Level Learning Standards for Career and Occupational Studies (Career Development, Integrated Learning, Universal Foundation Skills, Career Majors- Human and Public Services). Relationships between content topics and the New York State PreK Learning standards have also been identified.

Standards delivered in the academic disciplines of Math, Science, Technology, English Language Arts, Social Studies, Languages Other Than English and the Arts are supported by the Early Childhood Education course as it provides real-world opportunities to apply the key ideas and skills taught in those disciplines.

The Early Childhood Education course may also be used to fulfill the New York State parenting mandate. Early Childhood Education content topics align with the National Standards for Family and Consumer Sciences.

5. Why is it important for students to enroll in Early Childhood Education?

All students are members of current and future families. Understanding the dynamics of relationships is a key to a successful future in home, school, community, and workplace settings. Employers stress the importance of employees demonstrating personal and interpersonal skills in the workplace.

The Human Services and Family Studies field is an important component of the economy of New York State and provides many opportunities for employment. This course will help students explore career opportunities in the field of early childhood, education, and related services and help them develop skills needed for employment.

6. What instructional strategies best support student learning in Early Childhood Education?

The purpose of instructional strategies is to deliver the New York State Learning Standards in Family and Consumer Sciences and Career Development and Occupational Studies. Teachers should select strategies and sample tasks that are aligned with the key ideas and performance indicators for each standard.

Early Childhood Education should be taught using an experiential approach. So that students may realize the benefits of this course, it is strongly recommended that they have regularly scheduled time to work directly with preschool children. Guidelines for laboratory facilities and equipment can be accessed in the Family and Consumer Sciences Facilities Guide at <http://www.emsc.nysed.gov/cte/facse/fcfacilities.htm>.

7. How can special needs students succeed in Early Childhood Education?

Family and Consumer Sciences educators acknowledge the need to differentiate instruction, recognize multiple intelligences, and maximize the strengths of varied learning styles to accommodate all students. This can be accomplished through a variety of alternative instructional and assessment strategies. Information on adapting space and equipment for special needs students can be found in the Family and Consumer Sciences Facilities Guide at <http://www.emsc.nysed.gov/cte/facse/fcfacilities.htm>

8. How can student achievement of the New York State Family and Consumer Sciences Learning Standards through the Early Childhood Education course be assessed?

Students should be assessed on a regular basis. All students can demonstrate the acquisition of skills learned and apply those to real-world situations through the use of:

- Authentic assessments
- Laboratories
- Tests and quizzes
- Projects
- Observations
- Public speaking
- Written reflections
- Portfolios
- Nationally-recognized technical assessments

9. How does Early Childhood Education support positive youth development?

Family, Career and Community Leaders of America (FCCLA) is an integral part of Family and Consumer Sciences education and an essential element in a complete Family and Consumer Sciences program. FCCLA is chartered by New York State, and is an ideal vehicle for realizing positive youth development. FCCLA is the only student organization of its kind focusing on family issues. FCCLA in secondary education Family and Consumer Sciences programs can be organized as a co-curricular and/or extra-curricular activity. The wide range of diverse activities, projects, programs, leadership opportunities, and service learning experienced through FCCLA complement and augment the content topics of the Family and Consumer Sciences curricula.

Course: Early Childhood Education Programs

Content Topics:

A. Introduction to Early Childhood, Education, and Services (IE)

1. Types of Services
2. Current and Historical Perspectives
3. Career Paths in Early Childhood, Education, and Services
4. Career Suitability for Early Childhood, Education, and Services

B. Overview of Growth and Development of Preschoolers (OP)

1. Growth and Development of Preschoolers

C. Observation and Recording: Child Assessment (OR)

1. Purpose of Observing
2. Types and Techniques of Observing
3. Scientific Research Method and Collection of Data
4. Using Data to Understand and Guide Development

D. Character Development (CD)

1. Development of Character Traits

E. A Child Centered Environment (CCE)

1. Development of a Child-Centered Environment
2. Developmentally Appropriate Spaces
3. Value and Importance of Play

F. Program Planning and Scheduling (PPS)

1. Principles of Program Planning

G. Guiding Play Experiences (P)

1. Play Promotes Growth
2. Variations in Growth and Development

H. Guiding Literacy Activities (L)

1. Literature and Literacy Activities Promote Growth
2. Variations in Growth and Development

I. Community Connections and Career Awareness (CCCA)

1. Community Connections Activities Promote Growth
2. Variations in Growth and Development

J. Guiding Art Experiences (A)

1. Art Activities Promote Growth
2. Variations in Growth and Development

K. Guiding Music and Movement Experiences (MM)

1. Music and Movement Activities Promote Growth
2. Variations in Growth and Development

L. Guiding Nutrition, Health, and Wellness Experiences (NHW)

1. Nutrition, Health, and Wellness Activities Promote Growth
2. Variations in Growth and Development

M. Guiding Science Experiences (S)

1. Science Activities Promote Growth
2. Variations in Growth and Development

N. Guiding Math Experiences (M)

1. Math Activities Promote Growth
2. Variations in Growth and Development

O. Guidance of Young Children (GYC)

1. Developmentally Appropriate Guidance
2. Guidance Challenges

P. Guiding Exceptional Children (GEC)

1. Definitions of Exceptionality
2. Supports for Exceptional Children

Q. Management of Center Operations (MCO)

1. Establishing an Early Childhood Center
2. Professional Practices
3. Safe and Healthy Learning Environments

R. Teacher, Parent, and Community Relationships (TPC)

1. Importance of Relationships
2. Effective Teacher, Parent, Community Relationships

Appendices

Appendix A - Best Practices Rubric and Template

Appendix B - Compilation of Performance Objectives and Supporting Competencies

Appendix C - Home and Career Skills Process Skills

Appendix D - New York State PreK Learning Standards

A. Introduction to Early Childhood, Education, and Services (IE) *What knowledge and skills do I need to assess the variety of early childhood, education, and services programs available and the employment possibilities in each?*

Standards Connections

Introduction to Early Childhood, Education, and Services supports the NYS Family and Consumer Sciences Learning Standards 2 – A Safe and Healthy Environment and 3 – Resource Management; and NYS Career Development and Occupational Studies Standards 1 – Career Development and 3a – Universal Foundation Skills

Rationale

The purpose of this content topic is to introduce students to the broad field of early childhood, education, and related services. Students will identify the various programs and the criteria used to assess their quality. Students will also assess the needs of families for the various programs and be able to determine the advantages and disadvantages for individual families. This content topic will provide opportunities for students to apply communication, leadership, management, and thinking skills to the study of early childhood, education, and services.

Key Ideas

NYS FACS 2 - Students will acquire the knowledge and ability necessary to create and maintain a safe and healthy environment.

NYS FACS 3 - Students will understand and be able to manage personal resources of talent, time, energy and money, to make effective decisions in order to balance their obligations to work, family and self. They will know and access community resources.

NYS CDOS 1 - Students will learn about the changing nature of the workplace, the value of work to society, and the connection of work to the achievement of personal goals.

- NYS CDOS 3a1 - Basic Skills
- NYS CDOS 3a2 - Thinking Skills
- NYS CDOS 3a3 - Personal Qualities
- NYS CDOS 3a4 - Interpersonal Skills
- NYS CDOS 3a5 - Technology
- NYS CDOS 3a6 - Managing Information
- NYS CDOS 3a7 - Managing Resources
- NYS CDOS 3a8 - Systems

Performance Objectives and Supporting Competencies for Early Childhood, Education, and Services

Introduction to Early Childhood, Education, and Services Performance Objective 1

IE.1 List and describe the various types of early childhood, education, and services available to parents and their children

IE.1.1. Identify unique characteristics of the various types of early childhood, education, and services available to parents and their children

IE.1.2. Identify the criteria used to assess quality early childhood, education, and services available to parents and their children

- IE.1.3. Assess needs families have for early childhood, education, and services available to parents and their children
- IE.1.4. Determine the advantages and disadvantages of each type of program based on the criteria and assessed needs of individual families

Introduction to Early Childhood, Education, and Services Performance Objective 2

IE.2 Investigate how early childhood, education, and services are influenced by current and historical cultural perspectives

- IE.2.1. Determine the impact of societal, economic, and political forces on early childhood, education, and services
- IE.2.2. Identify important historical perspectives that have influenced early childhood, education, and services
- IE.2.3. Examine leading theories and their implications for educational and child care practices
- IE.2.4. Examine the relative merits of opposing points of view regarding leading theories of educational and child care practices
- IE.2.5. Assess common practices and emerging research about educational and child care practices
- IE.2.6. Analyze the impact of current issues and technological advances have on early childhood, education, and services

Introduction to Early Childhood, Education, and Services Performance Objective 3

IE.3 Analyze career paths within early childhood, education and related services

- IE.3.1. Identify careers in the field of early childhood, education, and services
- IE.3.2. Determine roles and functions of careers in early childhood, education, and services
- IE.3.3. Determine how interest in early childhood, education, and services may lead to pursuit of a variety of entry level, paraprofessional and professional careers
- IE.3.4. Explore opportunities for employment and entrepreneurial endeavors in the field of early childhood, education, and services
- IE.3.5. Examine education and training requirements for career paths in the field of early childhood, education, and services
- IE.3.6. Examine the skills necessary for success in the field of early childhood, education, and services
- IE.3.7. Examine the impact of careers in the field of early childhood, education, and services on local, state, national, and global economies

Introduction to Early Childhood, Education, and Services Performance Objective 4

IE.4 Assess personal suitability to career characteristics in early childhood, education, and related services

- IE.4.1. Evaluate personal characteristics related to employability
- IE.4.2. Examine personal characteristics relevant to careers in the field of early childhood, education, and services
- IE.4.3. Match personal characteristics to suitable career choice(s)
- IE.4.4. Consider the impact of career choice on one's lifestyle and identify careers compatible with own lifestyle preference

Introduction to Early Childhood, Education, and Services Performance Objective 5

IE.5 Demonstrate the skills necessary to obtain employment in early childhood, education, and related services

- IE.5.1. Create an employment portfolio for use when applying for work-based learning opportunities and entry-level positions in early childhood, education, and related services
- IE.5.2. Demonstrate appropriate interviewing skills
- IE.5.3. Identify and model employability skills needed to obtain and retain employment
- IE.5.4. Analyze the role of, and benefits of membership in, professional organizations in early childhood, education, and related services

B. Overview of Growth and Development of Preschoolers (OP) *What knowledge of child psychology and development do I need to foster optimum growth and development of preschoolers, and to also be successful in this career field?*

Standards Connections

Overview of Growth and Development of Preschoolers supports the NYS Family and Consumer Sciences Learning Standards 1 – Personal Health and Fitness, 2 – A Safe and Healthy Environment and 3 – Resource Management; and NYS Career Development and Occupational Studies Standards 1 – Career Development, 3a – Universal Foundation Skills and 3b – Career Majors (Human and Public Services)

Rationale

The purpose of this content topic is to review with students the principles of growth and development of preschoolers by summarizing the physical, intellectual (cognitive), emotional, and social developmental characteristics that typically occur during the preschool years. Students will review the role of a variety of support systems to address the varying needs of preschool children. This content topic will provide opportunities for students to apply communication, leadership, management, and thinking skills to the study of the growth and development of preschoolers.

Key Ideas

NYS FACS 1 - Students will have the necessary knowledge and skills to establish and maintain physical fitness, participate in physical activity, and maintain personal health.

NYS FACS 2 - Students will acquire the knowledge and ability necessary to create and maintain a safe and healthy environment.

NYS FACS 3 - Students will understand and be able to manage personal resources of talent, time, energy and money, to make effective decisions in order to balance their obligations to work, family and self. They will know and access community resources.

NYS CDOS 1 - Students will learn about the changing nature of the workplace, the value of work to society, and the connection of work to the achievement of personal goals.

- NYS CDOS 3a1 - Basic Skills
- NYS CDOS 3a2 - Thinking Skills
- NYS CDOS 3a3 - Personal Qualities
- NYS CDOS 3a4 - Interpersonal Skills
- NYS CDOS 3a5 - Technology
- NYS CDOS 3a6 - Managing Information
- NYS CDOS 3a7 - Managing Resources
- NYS CDOS 3a8 - Systems

- NYS CDOS 3b Human and Public Services
 - 1 - Ethical/Legal Responsibilities
 - 4 - Human Growth and Development
 - 5 - Interpersonal Dynamics
 - 6 - Safety
 - 9 - Wellness

Performance Objectives and Supporting Competencies for Overview of Growth and Development of Preschoolers

Overview of Growth and Development of Preschoolers Performance Objective 1

OP.1 Summarize the principles of growth and development of preschoolers

- OP.1.1. Identify the characteristics and interrelationship among the physical, intellectual (cognitive), social, and emotional development of preschoolers
- OP.1.2. Identify developmental milestones that typically occur during the preschool years
- OP.1.3. Identify typical variations in the development of preschoolers
- OP.1.4. Describe benchmark warnings that may indicate developmental delays during the preschool years and when to access additional support systems
- OP.1.5. Identify the internal, external, informal, and formal support systems available to meet the diverse needs of preschool children

C. Observation and Recording: Child Assessment (OR) *How can I use observation techniques to collect vital information about children's needs, interests, abilities, and learning styles to enhance their growth and development?*

Standards Connections

Observation and Recording: Child Assessment supports the NYS Family and Consumer Sciences Learning Standards 1 – Personal Health and Fitness, 2 – A Safe and Healthy Environment and 3 – Resource Management; and NYS Career Development and Occupational Studies Standards 1 – Career Development, 3a – Universal Foundation Skills and 3b – Career Majors (Human and Public Services)

Rationale

The purpose of this content topic is to understand the benefits of observing children. Students will apply the scientific method and use a variety of observation procedures to gain an in-depth understanding of child growth and development. This content topic will provide opportunities for students to apply communication, leadership, management, and thinking skills to the observation of children.

Key Ideas

NYS FACS 1 - Students will have the necessary knowledge and skills to establish and maintain physical fitness, participate in physical activity, and maintain personal health.

NYS FACS 2 - Students will acquire the knowledge and ability necessary to create and maintain a safe and healthy environment.

NYS FACS 3 - Students will understand and be able to manage personal resources of talent, time, energy and money, to make effective decisions in order to balance their obligations to work, family and self. They will know and access community resources.

NYS CDOS 1 - Students will learn about the changing nature of the workplace, the value of work to society, and the connection of work to the achievement of personal goals.

- NYS CDOS 3a1 - Basic Skills
- NYS CDOS 3a2 - Thinking Skills
- NYS CDOS 3a3 - Personal Qualities
- NYS CDOS 3a4 - Interpersonal Skills
- NYS CDOS 3a5 - Technology
- NYS CDOS 3a6 - Managing Information
- NYS CDOS 3a7 - Managing Resources
- NYS CDOS 3a8 - Systems

- NYS CDOS 3b Human and Public Services
 - 1 - Ethical/Legal Responsibilities
 - 2 - Communication
 - 4 - Human Growth and Development

Performance Objectives and Supporting Competencies for Observation and Recording: Child Assessment

Observation and Recording: Child Assessment Performance Objective 1

OR.1 Analyze the role of observation and assessment in optimizing the growth and development of children

- OR.1.1. Explain the importance and purpose of observation and assessment in promoting the growth and development of children
- OR.1.2. Identify current valid and reliable methods of observation and explain the purpose of each

Observation and Recording: Child Assessment Performance Objective 2

OR.2 Describe the scientific research method used in the collection of data pertinent to child development

- OR.2.1. Examine the components of the scientific research method
- OR.2.2. Explain specific guidelines to follow when observing children
- OR.2.3. Describe a variety of appropriate observation techniques
- OR.2.4. Identify appropriate observation techniques to employ in given situations in order to make necessary assessments

Observation and Recording: Child Assessment Performance Objective 3

OR.3 Utilize a variety of assessment methods to collect information about the individual child's growth and development

- OR.3.1. Analyze a child's strengths, needs, preferences, and interests through formal and informal observation practices
- OR.3.2. Compare subjective and objective observation statements and interpretations
- OR.3.3. Maintain accurate and confidential documentation of observations and assessments
- OR.3.4. Apply rules, regulations, and work site confidentiality policies that protect the employer, employee, participant, and family rights to anonymity

Observation and Recording: Child Assessment Performance Objective 4

OR.4 Use observational data to document and promote child growth and development

- OR.4.1. Interpret and analyze the data collected in order to draw conclusions and make predictions about development
- OR.4.2. Consider cultural and environmental influences, and individual differences when assessing children's development
- OR.4.3. Present information, ideas, and results of work using any of a variety of communications technologies
- OR.4.4. Adapt program practices to meet the individual child or children's needs based on the data collected through observation and assessment

D. Character Development (CD) *How can I enhance positive character traits in preschoolers?*

Standards Connections

Character Development supports the NYS Family and Consumer Sciences Learning Standard 2 – A Safe and Healthy Environment; and NYS Career Development and Occupational Studies Standards 1 – Career Development, 3a – Universal Foundation Skills and 3b – Career Majors (Human and Public Services)

Rationale

The purpose of this content topic is to identify variations in the actions and behaviors of preschoolers, and to provide experiences that help them develop productive and positive relationships. Students will also identify positive character traits and coach preschoolers as they develop and practice these traits in a preschool setting. Students will realize that transitioning from one activity to another is a critical task for preschoolers. This content topic will provide opportunities for students to apply communication, leadership, management, and thinking skills to the study of character development in preschoolers. This content topic is related to the Social and Emotional Development domain of the NYS PreK Learning Standards.

Key Ideas

NYS FACS 2 - Students will acquire the knowledge and ability necessary to create and maintain a safe and healthy environment.

NYS CDOS 1 - Students will learn about the changing nature of the workplace, the value of work to society, and the connection of work to the achievement of personal goals.

NYS CDOS 3a2 - Thinking Skills

NYS CDOS 3a3 - Personal Qualities

NYS CDOS 3a4 - Interpersonal Skills

NYS CDOS 3a6 - Managing Information

NYS CDOS 3a8 - Systems

NYS CDOS 3b Human and Public Services

2 - Communication

4 - Human Growth and Development

5 - Interpersonal Dynamics

7 - Thinking/Problem Solving

9 - Wellness

Performance Objectives and Supporting Competencies for Character Development

Character Development Performance Objective 1

CD.1 Demonstrate techniques for developing positive character traits among preschoolers in a formal preschool environment

- CD.1.1. Recognize how differences in preschoolers' temperament, personality and ability impact their behavior
- CD.1.2. Identify and implement developmentally appropriate guidelines for the behavior of preschoolers
- CD.1.3. Assist preschoolers in using techniques that promote positive and productive relationships among preschoolers including but not limited to sharing, listening, turn taking, courtesy, patience, and cooperation
- CD.1.4. Demonstrate techniques used to assist preschoolers in developing self-regulation and conflict resolution skills

E. A Child Centered Environment (CCE) *How can I provide time, space, and materials to establish a play rich environment for the optimal growth and development of children?*

Standards Connections

A Child Centered Environment supports the NYS Family and Consumer Sciences Learning Standards 2 – A Safe and Healthy Environment and 3 – Resource Management; and NYS Career Development and Occupational Studies Standard 3a – Universal Foundation Skills and 3b – Career Majors (Human and Public Services)

Rationale

The purpose of this content topic is to help students understand the importance of, and components of, a child centered environment for preschoolers. Students will plan an environment that facilitates preschoolers' development and encourages a variety of play experiences. This content topic will provide opportunities for students to apply communication, leadership, management, and thinking skills to the study of a child centered environment.

Key Ideas

NYS FACS 2 - Students will acquire the knowledge and ability necessary to create and maintain a safe and healthy environment.

NYS FACS 3 - Students will understand and be able to manage personal resources of talent, time, energy and money, to make effective decisions in order to balance their obligations to work, family and self. They will know and access community resources.

NYS CDOS 3a1 - Basic Skills
NYS CDOS 3a2 - Thinking Skills
NYS CDOS 3a3 - Personal Qualities
NYS CDOS 3a4 - Interpersonal Skills
NYS CDOS 3a5 - Technology
NYS CDOS 3a6 - Managing Information
NYS CDOS 3a7 - Managing Resources
NYS CDOS 3a8 - Systems

NYS CDOS 3b Human and Public Services
1 - Ethical/Legal Responsibilities
4 - Human Growth and Development
5 - Interpersonal Dynamics
6 - Safety
9 - Wellness

Performance Objectives and Supporting Competencies for A Child Centered Environment

A Child Centered Environment Performance Objective 1

CCE.1 Develop a child centered environment

- CCE.1.1. Define the needs of the child and outline ways the child centered environment can be designed to meet these needs
- CCE.1.2. Synthesize information from current educational theory to formulate a philosophy to guide practice in a child centered environment
- CCE.1.3. Establish program goals for the child centered environment and outline ways the goals influence that environment

- CCE.1.4. Utilize program goals to formulate plans for a developmentally appropriate child centered environment
- CCE.1.5. Identify and implement strategies that assist preschoolers in transitioning from one activity to another

A Child Centered Environment Performance Objective 2

CCE.2 Organize developmentally appropriate spaces that promote physical, intellectual (cognitive), social, and emotional support programs goals

- CCE.2.1. Identify the components of the physical indoor and outdoor spaces of the child centered environment
- CCE.2.2. Analyze state and federal policies and laws for the oversight of the child centered environment
- CCE.2.3. Arrange the activity areas and learning centers to provide for children's exploration, discovery and development
- CCE.2.4. Identify the criteria and selection of developmentally appropriate toys and equipment
- CCE.2.5. Formulate a list of necessary materials for daily operations of each activity area and learning center
- CCE.2.6. Demonstrate responsibility for maintaining and replenishing materials used for activity areas and learning centers
- CCE.2.7. Manage physical space to maintain a learning environment that is safe and healthy and encourages child centered activities
- CCE.2.8. Apply safe and healthy practices that comply with state regulations

A Child Centered Environment Performance Objective 3

CCE.3 Explain the value and importance of play for child growth and development

- CCE.3.1. Identify types of play and developmentally appropriate activities and practices that promote optimal growth and development of children
- CCE.3.2. Examine the stages of social play
- CCE.3.3. Examine the child's use of materials in the stages of social play
- CCE.3.4. Analyze the adults role in coaching, modeling and reinforcing play

F. Program Planning and Scheduling (PPS) *What role do I play in the delivery of developmentally appropriate childhood curriculum?*

Standards Connections

Program Planning and Scheduling supports the NYS Family and Consumer Sciences Learning Standards 2 – A Safe and Healthy Environment and 3 – Resource Management; and NYS Career Development and Occupational Studies Standards 1 – Career Development , 3a – Universal Foundation Skills and 3b – Career Majors (Human and Public Services)

Rationale

The purpose of this content topic is to introduce students to the methods and principles governing curricular design for preschool settings. Students will also investigate a variety of instructional practices appropriate for early childhood education. This content topic will provide opportunities for students to apply communication, leadership, management, and thinking skills to the design of preschool programs and schedules.

Key Ideas

NYS FACS 2 - Students will acquire the knowledge and ability necessary to create and maintain a safe and healthy environment.

NYS FACS 3 - Students will understand and be able to manage personal resources of talent, time, energy and money, to make effective decisions in order to balance their obligations to work, family and self. They will know and access community resources.

NYS CDOS 1 - Students will learn about the changing nature of the workplace, the value of work to society, and the connection of work to the achievement of personal goals.

- NYS CDOS 3a1 - Basic Skills
- NYS CDOS 3a2 - Thinking Skills
- NYS CDOS 3a3 - Personal Qualities
- NYS CDOS 3a4 - Interpersonal Skills
- NYS CDOS 3a5 - Technology
- NYS CDOS 3a6 - Managing Information
- NYS CDOS 3a7 - Managing Resources
- NYS CDOS 3a8 - Systems

- NYS CDOS 3b Human and Public Services
 - 2 - Communication
 - 7 - Thinking/Problem Solving
 - 8 - Personal Resource Management

Performance Objectives and Supporting Competencies for Program Planning and Scheduling

Program Planning and Scheduling Performance Objective 1

PPS.1 Outline the basic principles of program planning for a child care facility

- PPS.1.1. Examine national, state, and local learning standards that influence the curricular design
- PPS.1.2. Analyze a variety of curricular and instructional models
- PPS.1.3. Implement learning activities in all curricular areas to meet the developmental needs of children
- PPS.1.4. Plan an integrated curriculum that incorporates language, learning styles, early experiences, and cultural values
- PPS.1.5. Implement an integrated curriculum that supports diversity
- PPS.1.6. Demonstrate a variety of teaching methods to meet individual needs of children
- PPS.1.7. Utilizing teacher planning tools, establish activities, routines and transitions such as, but not limited to, block plans, daily lesson plans, and curriculum mapping
- PPS.1.8. Cite the importance of assessment in curricular planning and improvement
- PPS.1.9. Demonstrate enthusiasm, initiative, and commitment to ongoing advancement in curricular planning and development
- PPS.1.10. Examine the role of support systems and networking in establishing best professional practices
- PPS.1.11. Demonstrate professional and ethical collaborative communication with colleagues, support, and management teams

G. Guiding Play Experiences (P) *What play activities can preschoolers participate in and how can I design and implement these experiences to enhance preschoolers development?*

Standards Connections

Guiding Play Experiences supports the NYS Family and Consumer Sciences Learning Standards 1 – Personal Health and Fitness, 2 – A Safe and Healthy Environment and 3 – Resource Management; and NYS Career Development and Occupational Studies Standards 1 – Career Development, 3a – Universal Foundation Skills and 3b – Career Majors (Human and Public Services)

Rationale

The purpose of this content topic is to introduce students to the variety of preschool activities that are considered play and to reinforce the importance of play to the overall growth and development of preschoolers. Students will design and implement play experiences that are developmentally appropriate for preschoolers. This content topic will provide opportunities for students to apply communication, leadership, management, and thinking skills to the design of preschool play experiences. This content topic is related to the Approaches to Learning domain of the NYS PreK Learning Standards.

Key Ideas

NYS FACS 1 - Students will have the necessary knowledge and skills to establish and maintain physical fitness, participate in physical activity, and maintain personal health.

NYS FACS 2 - Students will acquire the knowledge and ability necessary to create and maintain a safe and healthy environment.

NYS FACS 3 - Students will understand and be able to manage personal resources of talent, time, energy and money, to make effective decisions in order to balance their obligations to work, family and self. They will know and access community resources.

NYS CDOS 1 - Students will learn about the changing nature of the workplace, the value of work to society, and the connection of work to the achievement of personal goals.

NYS CDOS 3a2 - Thinking Skills

NYS CDOS 3a3 - Personal Qualities

NYS CDOS 3a4 - Interpersonal Skills

NYS CDOS 3a5 - Technology

NYS CDOS 3a7 - Managing Resources

NYS CDOS 3b Human and Public Services

2 - Communication

4 - Human Growth and Development

5 - Interpersonal Dynamics

6 - Safety

7 - Thinking/Problem Solving

9 - Wellness

Performance Objectives and Supporting Competencies for Guiding Play Experiences

Guiding Play Experiences Performance Objective 1

P.1 Explain how play experiences promote the physical, intellectual (cognitive), social, and emotional growth and development of preschoolers

- P.1.1. Provide opportunities for preschoolers to gain insight into getting along with others and the importance of relationships
- P.1.2. Provide opportunities to foster creativity and imagination, expand language, discover new concepts, and experiment with problem solving and decision making
- P.1.3. Observe how play encourages preschoolers to express emotions
- P.1.4. Promote development through the actions of play activities including, but not limited to, puppetry, dramatic play, and socio-dramatic play
- P.1.5. Access and use technology to enhance socio-dramatic play experiences

Guiding Play Experiences Performance Objective 2

P.2 Recognize how variations in the growth and development of preschoolers may impact the design and implementation of play experiences

- P.2.1. Assess the developmental appropriateness of play experiences and modify according to individual preschoolers' needs

H. Guiding Literacy Activities (L) *What is literacy and how can I contribute to the development of literacy in preschoolers?*

Standards Connections

Guiding Literacy Activities supports the NYS Family and Consumer Sciences Learning Standards 2 – A Safe and Healthy Environment and 3 – Resource Management; and NYS Career Development and Occupational Studies Standards 1 – Career Development, 3a – Universal Foundation Skills and 3b – Career Majors (Human and Public Services)

Rationale

The purpose of this content topic is to introduce students to the concept of early literacy and the importance of implementing developmentally appropriate literacy experiences for preschoolers. Students will also understand the role children’s literature plays in contributing to early literacy. Students will identify teaching opportunities where literacy can be integrated into other preschool experiences and daily routines. This content topic will provide opportunities for students to apply communication, leadership, management, and thinking skills to the design of preschool literacy experiences. This content topic is related to the Communication, Language, and Literacy domain and the Literature content area in the NYS PreK Learning Standards.

Key Ideas

NYS FACS 2 - Students will acquire the knowledge and ability necessary to create and maintain a safe and healthy environment.

NYS FACS 3 - Students will understand and be able to manage personal resources of talent, time, energy and money, to make effective decisions in order to balance their obligations to work, family and self. They will know and access community resources.

NYS CDOS 1 - Students will learn about the changing nature of the workplace, the value of work to society, and the connection of work to the achievement of personal goals.

- NYS CDOS 3a1 - Basic Skills
- NYS CDOS 3a2 - Thinking Skills
- NYS CDOS 3a5 - Technology
- NYS CDOS 3a6 - Managing Information
- NYS CDOS 3a7 - Managing Resources
- NYS CDOS 3a8 - Systems

- NYS CDOS 3b Human and Public Services
 - 2 - Communication
 - 4 - Human Growth and Development
 - 7 - Thinking/Problem Solving

Performance Objectives and Supporting Competencies for Guiding Literacy Activities

Guiding Literacy Activities Performance Objective 1

L.1 Demonstrate how experiences with children’s literature during the preschool years contribute to the development of early literacy

- L.1.1. Recognize that literacy refers to the ability to read and write, to understand the subtleties of language, to think and reason clearly, and to communicate effectively with others
- L.1.2. Use reading aloud, storytelling, poetry, the printed word, computers, and dramatic play to enhance components of literacy including but not limited to recognizing the relationship between spoken and the printed word
- L.1.3. Provide preschoolers access to a wide variety of children’s literature
- L.1.4. Access and use technology to enhance literacy experiences

Guiding Literacy Activities Performance Objective 2

L.2 Recognize how variations in the growth and development of preschoolers may impact the design and implementation of early literacy experiences

- L.2.1. Assess the developmental appropriateness of early literacy experiences and modify according to individual preschoolers’ needs

I. Community Connections and Career Awareness (CCCA) *How can I communicate to preschoolers the importance of community connections and career awareness across the lifespan, and engage them in related experiences?*

Standards Connections

Community Connections and Career Awareness supports the NYS Family and Consumer Sciences Learning Standards 2 – A Safe and Healthy Environment and 3 – Resource Management; and NYS Career Development and Occupational Studies Standards 1 – Career Development, 3a – Universal Foundation Skills and 3b – Career Majors (Human and Public Services)

Rationale

The purpose of this content topic is to help students introduce preschoolers to the broad concept of community. Students will also explore and utilize community members and resources to design and implement cultural, global, and/or intergenerational experiences. In addition, students will provide opportunities for preschoolers to learn about a variety of careers and the value of work. This content topic will provide opportunities for students to apply communication, leadership, management, and thinking skills to the design of preschool community connections and career awareness experiences. This content topic is related to the Social Studies content area of the NYS PreK Learning Standards.

Key Ideas

NYS FACS 2 - Students will acquire the knowledge and ability necessary to create and maintain a safe and healthy environment.

NYS FACS 3 - Students will understand and be able to manage personal resources of talent, time, energy and money, to make effective decisions in order to balance their obligations to work, family and self. They will know and access community resources.

NYS CDOS 1 - Students will learn about the changing nature of the workplace, the value of work to society, and the connection of work to the achievement of personal goals.

NYS CDOS 3a2 - Thinking Skills
NYS CDOS 3a3 - Personal Qualities
NYS CDOS 3a4 - Interpersonal Skills
NYS CDOS 3a6 - Managing Information
NYS CDOS 3a7 - Managing Resources
NYS CDOS 3a8 - Systems

NYS CDOS 3b Human and Public Services
1 - Ethical/Legal Responsibilities
2 - Communication
5 - Interpersonal Dynamics
7 - Thinking/Problem Solving

Performance Objectives and Supporting Competencies for Community Connections and Career Awareness

Community Connections and Career Awareness Performance Objective 1

CCCA.1 Explain how community connections and career awareness promote the physical, intellectual (cognitive), social, and emotional growth and development of preschoolers

- CCCA.1.1. Access community resources to provide cultural, global, and intergenerational experiences for preschoolers
- CCCA.1.2. Encourage diversity by providing a variety of learning experiences including, but not limited to, cultural foods, traditions, and celebrations
- CCCA.1.3. Model and demonstrate the importance of respect for diversity
- CCCA.1.4. Design and implement classroom experiences for preschoolers that promote a sense of civic responsibility, demonstrate teamwork, leadership, and other career-related skills, and reinforce the value of work
- CCCA.1.5. Access and use technology to enhance community connections and career awareness experiences

Community Connections and Career Awareness Performance Objective 2

CCCA.2 Recognize how variations in the growth and development of preschoolers may impact the design and implementation of community connections and career awareness experiences

- CCCA.2.1. Assess the developmental appropriateness of community connections and career awareness experiences and modify according to individual preschooler's needs

J. Guiding Visual Art Experiences (A) *What types of media comprise art activities in a preschool setting, and how can I design and implement art experiences to promote the overall development of preschoolers?*

Standards Connections

Guiding Visual Art Experiences supports the NYS Family and Consumer Sciences Learning Standards 2 – A Safe and Healthy Environment and 3 – Resource Management; and NYS Career Development and Occupational Studies Standards 1 – Career Development, 3a – Universal Foundation Skills and 3b – Career Majors (Human and Public Services)

Rationale

The purpose of this content topic is to introduce students to the wide variety of media that can be utilized to provide preschoolers with art experiences. Students will also design and implement art experiences that promote optimal growth and development of preschoolers. This content topic will provide opportunities for students to apply communication, leadership, management, and thinking skills to the design of preschool art experiences. This content topic is related to the Physical Development/Health domain and the Arts content topic of the NYS PreK Learning Standards.

Key Ideas

NYS FACS 2 - Students will acquire the knowledge and ability necessary to create and maintain a safe and healthy environment.

NYS FACS 3 - Students will understand and be able to manage personal resources of talent, time, energy and money, to make effective decisions in order to balance their obligations to work, family and self. They will know and access community resources.

NYS CDOS 1 - Students will learn about the changing nature of the workplace, the value of work to society, and the connection of work to the achievement of personal goals.

NYS CDOS 3a3 - Personal Qualities
NYS CDOS 3a4 - Interpersonal Skills
NYS CDOS 3a5 - Technology
NYS CDOS 3a7 - Managing Resources

NYS CDOS 3b Human and Public Services
2 - Communication
4 - Human Growth and Development
5 - Interpersonal Dynamics
6 - Safety

Performance Objectives and Supporting Competencies for Guiding Visual Art Experiences

Guiding Visual Art Experiences Performance Objective 1

- A.1 Explain how visual art experiences promote the physical, intellectual (cognitive), social, and emotional growth and development of preschoolers**
 - A.1.1. Know and use a variety of art media to promote individual expression and creativity
 - A.1.2. Provide a variety of art experiences to promote the development of fine (small) motor skills
 - A.1.3. Provide a variety of art experiences so preschoolers have the opportunity to learn responsibility, work and share with others, respect the property of others, and value the work and ideas of themselves and others
 - A.1.4. Provide a variety of art experiences to promote intellectual development through sensory exploration of a variety of art materials and tools
 - A.1.5. Utilize art experiences to provide opportunities for preschoolers to learn important concepts such as color, size, texture, and shape
 - A.1.6. Access and use technology to enhance art experiences
 - A.1.7. Access various works of art to enhance preschoolers' exposure to and appreciation of the visual arts

Guiding Visual Art Experiences Performance Objective 2

- A.2 Recognize how variations in the growth and development of preschoolers may impact the design and implementation of visual art experiences**
 - A.2.1. Assess the developmental appropriateness of art experiences and modify according to individual preschooler's needs

K. Guiding Music and Movement Experiences (MM) *How can I design and implement music and movement experiences to promote the overall development of preschoolers?*

Standards Connections

Guiding Music and Movement Experiences supports the NYS Family and Consumer Sciences Learning Standards 1 – Personal Health and Fitness, 2 – A Safe and Healthy Environment and 3 – Resource Management; and NYS Career Development and Occupational Studies Standards 1 – Career Development, 3a – Universal Foundation Skills and 3b – Career Majors (Human and Public Services)

Rationale

The purpose of this content topic is to have students select and practice a variety of music and movement experiences. Students will also identify specific ways that music and movement activities benefit each area of growth and development of preschoolers. This content topic will provide opportunities for students to apply communication, leadership, management, and thinking skills to the design of preschool music and movement experiences. This content topic is related to the Physical Development/Health domain and the Arts content area of the NYS PreK Learning Standards.

Key Ideas

NYS FACS 1 - Students will have the necessary knowledge and skills to establish and maintain physical fitness, participate in physical activity, and maintain personal health.

NYS FACS 2 - Students will acquire the knowledge and ability necessary to create and maintain a safe and healthy environment.

NYS FACS 3 - Students will understand and be able to manage personal resources of talent, time, energy and money, to make effective decisions in order to balance their obligations to work, family and self. They will know and access community resources.

NYS CDOS 1 - Students will learn about the changing nature of the workplace, the value of work to society, and the connection of work to the achievement of personal goals.

NYS CDOS 3a2 - Thinking Skills

NYS CDOS 3a4 - Interpersonal Skills

NYS CDOS 3a5 - Technology

NYS CDOS 3a7 - Managing Resources

NYS CDOS 3b Human and Public Services

2 - Communication

4 - Human Growth and Development

5 - Interpersonal Dynamics

6 - Safety

9 - Wellness

Performance Objectives and Supporting Competencies for Guiding Music and Movement Experiences

Guiding Music and Movement Experiences Performance Objective 1

MM.1 Explain how music and movement experiences promote the physical, intellectual (cognitive), social, and emotional growth and development of preschoolers

- MM.1.1. Select and demonstrate songs that have repetitive and easy to learn phrases that promote language development
- MM.1.2. Identify ways in which music can enhance brain development
- MM.1.3. Use music to encourage movement to further develop fine (small) and gross (large) motor skills
- MM.1.4. Examine ways music and movement strengthen positive self concept and self-expression
- MM.1.5. Structure group activities using music and movement to reinforce social growth and development
- MM.1.6. Access and use technology to enhance music and movement experiences
- MM.1.7. Access various pieces of music to enhance preschoolers' exposure to and appreciation of the musical arts

Guiding Music and Movement Experiences Performance Objective 2

MM.2 Recognize how variations in the growth and development of preschoolers may impact the design and implementation of music and movement experiences

- MM.2.1. Assess the developmental appropriateness of music and movement and modify according to individual preschooler's needs

L. Guiding Nutrition, Health, and Wellness Experiences (NHW) *How can I create, model, and guide nutrition and health experiences to promote the overall wellness of preschoolers?*

Standards Connections

Guiding Nutrition, Health, and Wellness Experiences supports the NYS Family and Consumer Sciences Learning Standards 1 – Personal Health and Fitness, 2 – A Safe and Healthy Environment and 3 – Resource Management; and NYS Career Development and Occupational Studies Standards 1 – Career Development, 3a – Universal Foundation Skills and 3b – Career Majors (Human and Public Services)

Rationale

The purpose of this content topic is to have students design, demonstrate, implement, model, and guide appropriate nutrition and health practices that lead preschoolers to lifelong wellness. This content topic will provide opportunities for students to apply communication, leadership, management, and thinking skills to the design of preschool nutrition, health, and wellness experiences. This content topic is related to the Physical Development/Health domain of the NYS PreK Learning Standards.

Key Ideas

NYS FACS 1 - Students will have the necessary knowledge and skills to establish and maintain physical fitness, participate in physical activity, and maintain personal health.

NYS FACS 2 - Students will acquire the knowledge and ability necessary to create and maintain a safe and healthy environment.

NYS FACS 3 - Students will understand and be able to manage personal resources of talent, time, energy and money, to make effective decisions in order to balance their obligations to work, family and self. They will know and access community resources.

NYS CDOS 1 - Students will learn about the changing nature of the workplace, the value of work to society, and the connection of work to the achievement of personal goals.

NYS CDOS 3a2 - Thinking Skills

NYS CDOS 3a3 - Personal Qualities

NYS CDOS 3a4 - Interpersonal Skills

NYS CDOS 3a5 - Technology

NYS CDOS 3a7 - Managing Resources

NYS CDOS 3b Human and Public Services

3 - Sanitation

4 - Human Growth and Development

5 - Interpersonal Dynamics

6 - Safety

9 - Wellness

Performance Objectives and Supporting Competencies for Guiding Nutrition, Health, and Wellness Experiences

Guiding Nutrition, Health, and Wellness Experiences Performance Objective 1

NHW.1 Explain how nutrition, health, and wellness experiences promote the physical, intellectual (cognitive), social, and emotional growth and development of preschoolers

- NHW.1.1. Conduct positive food and nutrition experiences for preschoolers that promote safe and healthful eating habits
- NHW.1.2. Provide vigorous physical activities to promote lifelong fitness of preschoolers
- NHW.1.3. Model and guide practices that promote personal hygiene habits of good health for self and others
- NHW.1.4. Access and use technology to enhance nutrition, health, and wellness experiences

Guiding Nutrition, Health, and Wellness Experiences Performance Objective 2

NHW.2 Recognize how variations in the growth and development of preschoolers may impact the design and implementation of nutrition, health, and wellness experiences

- NHW.2.1. Assess the developmental appropriateness of nutrition, health, and wellness experiences and modify according to individual preschooler's needs

M. Guiding Science Experiences (S) *How can I design and implement science experiences to inspire preschoolers to be aware of, and involved with, their environment?*

Standards Connections

Guiding Science Experiences supports the NYS Family and Consumer Sciences Learning Standards 2 – A Safe and Healthy Environment and 3 – Resource Management; and NYS Career Development and Occupational Studies Standards 1 – Career Development, 3a – Universal Foundation Skills and 3b – Career Majors (Human and Public Services)

Rationale

The purpose of this content topic is for students to design and implement a variety of learning experiences that provide opportunities for preschoolers to use their senses to learn about the scientific world around them. This content topic will provide opportunities for students to apply communication, leadership, management, and thinking skills to the design of preschool science experiences. This content topic is related to the Science content area in the NYS PreK Learning Standards.

Key Ideas

NYS FACS 2 - Students will acquire the knowledge and ability necessary to create and maintain a safe and healthy environment.

NYS FACS 3 - Students will understand and be able to manage personal resources of talent, time, energy and money, to make effective decisions in order to balance their obligations to work, family and self. They will know and access community resources.

NYS CDOS 1 - Students will learn about the changing nature of the workplace, the value of work to society, and the connection of work to the achievement of personal goals.

- NYS CDOS 3a1 - Basic Skills
- NYS CDOS 3a2 - Thinking Skills
- NYS CDOS 3a3 - Personal Qualities
- NYS CDOS 3a4 - Interpersonal Skills
- NYS CDOS 3a5 - Technology
- NYS CDOS 3a6 - Managing Information
- NYS CDOS 3a7 - Managing Resources

- NYS CDOS 3b Human and Public Services
 - 2 - Communication
 - 5 - Interpersonal Dynamics
 - 6 - Safety
 - 7 - Thinking/Problem Solving
 - 8 - Personal Resource Management

Performance Objectives and Supporting Competencies for Guiding Science Experiences

Guiding Science Experiences Performance Objective 1

S.1 Explain how science experiences promote the physical, intellectual (cognitive), social, and emotional growth and development of preschoolers

- S.1.1. Provide science experiences to encourage preschoolers to use their senses for observing, drawing conclusions, classifying objects, exploring, and discovering new things
- S.1.2. Provide experiences at the preschool level and model personal responsibility in relation to environmental trends and issues
- S.1.3. Promote preschoolers interpersonal relationship skills through asking questions and sharing ideas, observations, and feelings
- S.1.4. Offer preschoolers a variety of materials and tools to manipulate in order to improve their motor skills
- S.1.5. Access and use technology to enhance science experiences
- S.1.6. Provide experiences that encourage preschoolers to grow, maintain, or care for living things such as plants and animals

Guiding Science Experiences Performance Objective 2

S.2 Recognize how variations in the growth and development of preschoolers may impact the design and implementation of science experiences

- S.2.1. Assess the developmental appropriateness of science experiences and modify according to individual preschooler's needs

N. Guiding Math Experiences (M) *How can I design and implement math experiences to promote the overall development of preschoolers?*

Standards Connections

Guiding Science Experiences supports the NYS Family and Consumer Sciences Learning Standards 2 – A Safe and Healthy Environment and 3 – Resource Management; and NYS Career Development and Occupational Studies Standards 1 – Career Development, 3a – Universal Foundation Skills and 3b – Career Majors (Human and Public Services)

Rationale

The purpose of this content topic is to have students design and implement math experiences that stress essential math concepts and are appropriate for preschoolers. Students will also identify teaching opportunities where math can be integrated into other preschool experiences and daily routines. This content topic will provide opportunities for students to apply communication, leadership, management, and thinking skills to the design of preschool math experiences. This content topic is related to the Mathematics content area of the NYS PreK Learning Standards.

Key Ideas

NYS FACS 2 - Students will acquire the knowledge and ability necessary to create and maintain a safe and healthy environment.

NYS FACS 3 - Students will understand and be able to manage personal resources of talent, time, energy and money, to make effective decisions in order to balance their obligations to work, family and self. They will know and access community resources.

NYS CDOS 1 - Students will learn about the changing nature of the workplace, the value of work to society, and the connection of work to the achievement of personal goals.

- NYS CDOS 3a1 - Basic Skills
- NYS CDOS 3a2 - Thinking Skills
- NYS CDOS 3a5 - Technology
- NYS CDOS 3a6 - Managing Information
- NYS CDOS 3a7 - Managing Resources
- NYS CDOS 3a8 - Systems

- NYS CDOS 3b Human and Public Services
 - 2 - Communication
 - 4 - Human Growth and Development
 - 7 - Thinking/Problem Solving

Performance Objectives and Supporting Competencies for Guiding Math Experiences

Guiding Math Experiences Performance Objective 1

M.1 Explain how math experiences promote the physical, intellectual (cognitive), social, and emotional growth and development of preschoolers

- M.1.1. Design math experiences that promote mathematical thinking and exploration including but not limited to counting, sorting, classifying, constructing patterns, estimating, sequencing, measuring, recognizing numbers, using symbols, and understanding concepts such as space, size, volume, and time
- M.1.2. Utilize manipulatives to reinforce mathematical concepts and promote the development of motor skills
- M.1.3. Provide and supervise math-related activities, such as a simple board or card game, where preschoolers need to work cooperatively in a group
- M.1.4. Access and use technology to enhance math experiences

Guiding Math Experiences Performance Objective 2

M.2 Recognize how variations in the growth and development of preschoolers may impact the design and implementation of math experiences

- M.2.1. Assess the developmental appropriateness of math experiences and modify according to individual preschooler's need

O. Guidance of Young Children (GYC) *What personal knowledge, skills, attitudes, and situational factors enhance my ability to effectively guide young children?*

Standards Connections

Guidance of Young Children supports the NYS Family and Consumer Sciences Learning Standards 2 – A Safe and Healthy Environment and 3 – Resource Management; and NYS Career Development and Occupational Studies Standards 1 – Career Development, 3a – Universal Foundation Skills and 3b – Career Majors (Human and Public Services)

Rationale

The purpose of this content topic is to help students identify appropriate practices for guiding the behavior of preschool children. Students will recognize when preschoolers' behavioral concerns might require family and/or professional intervention. This content topic will provide opportunities for students to apply communication, leadership, management, and thinking skills to the study of guidance and guidance challenges in preschool. This content topic is related to the Social and Emotional Development domain of the NYS PreK Learning Standards.

Key Ideas

NYS FACS 2 - Students will acquire the knowledge and ability necessary to create and maintain a safe and healthy environment.

NYS FACS 3 - Students will understand and be able to manage personal resources of talent, time, energy and money, to make effective decisions in order to balance their obligations to work, family and self. They will know and access community resources.

NYS CDOS 1 - Students will learn about the changing nature of the workplace, the value of work to society, and the connection of work to the achievement of personal goals.

NYS CDOS 3a1 - Basic Skills
NYS CDOS 3a2 - Thinking Skills
NYS CDOS 3a3 - Personal Qualities
NYS CDOS 3a4 - Interpersonal Skills
NYS CDOS 3a5 - Technology
NYS CDOS 3a6 - Managing Information
NYS CDOS 3a7 - Managing Resources
NYS CDOS 3a8 - Systems

NYS CDOS 3b Human and Public Services
1 - Ethical/Legal Responsibilities
2 - Communication
5 - Interpersonal Dynamics
6 - Safety
7 - Thinking/Problem Solving

Performance Objectives and Supporting Competencies for Guidance of Young Children

Guidance of Young Children Performance Objective 1

GYC.1 Apply developmentally appropriate guidelines for behavior

- GYC.1.1. Assess common practices and emerging research about guidance on a child's development
- GYC.1.2. Identify verbal and nonverbal behaviors and attitudes that contribute to effective guidance of children
- GYC.1.3. Identify situations that could lead to inappropriate behavior in children
- GYC.1.4. Demonstrate problem-solving skills with children
- GYC.1.5. Demonstrate interpersonal skills that promote positive and productive relationships with children
- GYC.1.6. Formulate techniques for effective guidance of young children such as but not limited to verbal guidance, positive reinforcement, consequences, and effective praise
- GYC.1.7. Establish behavioral rules for children to promote self-regulation and self-control
- GYC.1.8. Recognize the features and purposes of a developmentally appropriate routine for guiding young children
- GYC.1.9. Establish activities, routines, and transitions to guide children's behavior

Guidance of Young Children Performance Objective 2

GYC.2 Analyze behavioral concerns that pose guidance challenges in preschool situations

- GYC.2.1. Identify and apply methods to effectively assess and address behavioral concerns
- GYC.2.2. Discriminate between situations that can be managed through effective guidance techniques and those that require family intervention and/or outside professional assistance
- GYC.2.3. Identify and evaluate external support systems that provide services for families struggling with behavioral challenges

P. Guiding Exceptional Children (GEC) *What knowledge and skills do I need in order to enhance the growth and development of the exceptional child?*

Standards Connections

Guiding Exceptional Children supports the NYS Family and Consumer Sciences Learning Standards 2 – A Safe and Healthy Environment and 3 – Resource Management; and NYS Career Development and Occupational Studies Standard 3a – Universal Foundation Skills and 3b – Career Majors (Human and Public Services)

Rationale

The purpose of this content topic is to help students recognize exceptionalities that impact preschoolers’ physical, intellectual (cognitive), social, and emotional development. Students will identify instructional modifications, behavioral interventions, and professional assistance needed to optimize the preschoolers’ experiences. This content topic will provide opportunities for students to apply communication, leadership, management, and thinking skills to the study of exceptional children.

Key Ideas

NYS FACS 2 - Students will acquire the knowledge and ability necessary to create and maintain a safe and healthy environment.

NYS FACS 3 - Students will understand and be able to manage personal resources of talent, time, energy and money, to make effective decisions in order to balance their obligations to work, family and self. They will know and access community resources.

- NYS CDOS 3a1 - Basic Skills
- NYS CDOS 3a2 - Thinking Skills
- NYS CDOS 3a3 - Personal Qualities
- NYS CDOS 3a4 - Interpersonal Skills
- NYS CDOS 3a5 - Technology
- NYS CDOS 3a6 - Managing Information
- NYS CDOS 3a7 - Managing Resources
- NYS CDOS 3a8 - Systems

- NYS CDOS 3b Human and Public Services
 - 1 - Ethical/Legal Responsibilities
 - 2 - Communication
 - 4 - Human Growth and Development
 - 5 - Interpersonal Dynamics

Performance Objectives and Supporting Competencies for Guiding Exceptional Children

Guiding Exceptional Children Performance Objective 1

GEC.1 Analyze developmental conditions that pose challenges to children

- GEC.1.1. Define exceptional children as children who have needs that vary from those of typical children
- GEC.1.2. Identify examples of exceptional children that include but are not limited to children with disabilities and gifted children
- GEC.1.3. Examine legal and developmentally appropriate practices to optimize growth and development of exceptional children
- GEC.1.4. Explain current approaches to education for exceptional children

- GEC.1.5. Examine advocacy strategies for children and families to use when facing diverse challenges
- GEC.1.6. Research how exceptional children are understood and cared for in a variety of cultures
- GEC.1.7. Discriminate between situations where exceptional children can benefit from modifications in care by families and those situations that require professional assistance
- GEC.1.8. Identify and evaluate external support systems that provide services for exceptional children
- GEC.1.9. Describe the role of the center worker in the development of a child's Individualized Family Service Plan and Individualized Education Plan

Q. Management of Center Operations (MCO) *What knowledge and skills will I need to successfully organize and manage the operations in an early childhood program to promote the successful development of children?*

Standards Connections

Management of Center Operations supports the NYS Family and Consumer Sciences Learning Standards 2 – A Safe and Healthy Environment and 3 – Resource Management; and NYS Career Development and Occupational Studies Standards 1 – Career Development, 3a – Universal Foundation Skills and 3b – Career Majors (Human and Public Services)

Rationale

The purpose of this content topic is to introduce students to the policies, practices, and procedures required for the successful operation of an early childhood program. Students will also examine the standards of professional responsibility for the various positions within the field of early childhood education. This content topic will provide opportunities for students to apply communication, leadership, management, and thinking skills to the study of early childhood center operations.

Key Ideas

NYS FACS 2 - Students will acquire the knowledge and ability necessary to create and maintain a safe and healthy environment.

NYS FACS 3 - Students will understand and be able to manage personal resources of talent, time, energy and money, to make effective decisions in order to balance their obligations to work, family and self. They will know and access community resources.

NYS CDOS 1 - Students will learn about the changing nature of the workplace, the value of work to society, and the connection of work to the achievement of personal goals.

NYS CDOS 3a1 - Basic Skills
NYS CDOS 3a2 - Thinking Skills
NYS CDOS 3a3 - Personal Qualities
NYS CDOS 3a4 - Interpersonal Skills
NYS CDOS 3a5 - Technology
NYS CDOS 3a6 - Managing Information
NYS CDOS 3a7 - Managing Resources
NYS CDOS 3a8 - Systems

NYS CDOS 3b Human and Public Services
1 - Ethical/Legal Responsibilities
2 - Communication
6 - Safety
8 - Personal Resource Management

Performance Objectives and Supporting Competencies for Management of Center Operations

Management of Center Operations Performance Objective 1

MCO.1 Examine the standards, policies, regulations, and laws for establishing early childhood, education, and service centers

- MCO.1.1. Analyze state, federal, and local standards, policies, regulations, and laws for the oversight of approved early childhood, education, and service centers
- MCO.1.2. Demonstrate management of financial resources to meet the goals of early childhood, education, and service centers
- MCO.1.3. Summarize the education and training requirements for a variety of workers in early childhood, education, and service centers

Management of Center Operations Performance Objective 2

MCO.2 Demonstrate professional practices and standards related to early childhood, education, and service centers

- MCO.2.1. Utilize opportunities for continuing training and education
- MCO.2.2. Apply professional ethical standards as accepted by the recognized professional organizations
- MCO.2.3. Implement federal, state, and local standards, policies, regulations, and laws that affect children, families, and centers
- MCO.2.4. Demonstrate enthusiasm, initiative, and commitment to center goals and improvements
- MCO.2.5. Apply business management skills to planning businesses in early childhood, education, and service centers
- MCO.2.6. List types of record keeping procedures necessary to establish and maintain early childhood, education, and service centers
- MCO.2.7. Maintain accurate and confidential child, personnel, and financial records
- MCO.2.8. Formulate policies and procedural manuals for families and personnel in early childhood, education, and service centers based on federal, state, and local standards, policies, regulations, and laws

Management of Center Operations Performance Objective 3

MCO.3 Demonstrate a safe and healthy learning environment for children

- MCO.3.1. Manage physical space to maintain a learning environment that is safe and healthy and encourages physical activity
- MCO.3.2. Apply safe and healthy practices that comply with state regulations
- MCO.3.3. Implement strategies to teach children health, safety, and sanitation habits
- MCO.3.4. Describe the importance of emergency preparedness and an emergency action plan
- MCO.3.5. Explain procedures related to recognition of and response to safety and emergency situations
- MCO.3.6. Plan safe and healthy meals and snacks
- MCO.3.7. Recognize symptoms of child abuse and neglect and use appropriate procedures to report suspected abuse or neglect to the designated authorities
- MCO.3.8. Identify human life issues and events that create crisis and pose challenges to children and their families

- MCO.3.9. Summarize the appropriate support needed to address human life issues that pose challenges to children and their families
- MCO.3.10. Identify and evaluate external support systems that provide services for children and families experiencing human life issues and events
- MCO.3.11. Identify and implement basic health practices and prevention procedures for workers and children regarding childhood illness and communicable diseases

R. Teacher, Parent, and Community Relationships (TPC) *What approaches do I use to encourage effective family and community involvement in the learning process of young children?*

Standards Connections

Teacher, Parent, and Community Relationships supports the NYS Family and Consumer Sciences Learning Standards 2 – A Safe and Healthy Environment and 3 – Resource Management; and NYS Career Development and Occupational Studies Standard 3a – Universal Foundation Skills and 3b – Career Majors (Human and Public Services)

Rationale

The purpose of this content topic is to help students understand the importance of positive relationships among teachers, parents, and community volunteers to the successful operation of preschools. Students will practice a variety of communication strategies to promote constructive teacher, parent, and community interactions. This content topic will provide opportunities for students to apply communication, leadership, management, and thinking skills to the study of teacher, parent, and community relationships.

Key Ideas

NYS FACS 2 - Students will acquire the knowledge and ability necessary to create and maintain a safe and healthy environment.

NYS FACS 3 - Students will understand and be able to manage personal resources of talent, time, energy and money, to make effective decisions in order to balance their obligations to work, family and self. They will know and access community resources.

- NYS CDOS 3a1 - Basic Skills
- NYS CDOS 3a2 - Thinking Skills
- NYS CDOS 3a3 - Personal Qualities
- NYS CDOS 3a4 - Interpersonal Skills
- NYS CDOS 3a5 - Technology
- NYS CDOS 3a6 - Managing Information
- NYS CDOS 3a7 - Managing Resources
- NYS CDOS 3a8 - Systems

- NYS CDOS 3b Human and Public Services
 - 1 - Ethical/Legal Responsibilities
 - 2 - Communication
 - 5 - Interpersonal Dynamics
 - 8 - Personal Resource Management

Performance Objectives and Supporting Competencies for Teacher, Parent, and Community Relationships

Teacher, Parent, and Community Relationships Performance Objective 1

TPC.1 State the importance of teacher, parent, and community involvement to the child's development

- TPC.1.1. Identify various types of family structures
- TPC.1.2. Identify community resources and systems of formal and informal support available to individuals and families

- TPC.1.3. Describe the value of, and legal process for, recruiting, orienting, and utilizing parent and community volunteers
- TPC.1.4. Demonstrate interpersonal skills that promote positive and productive relationships with teacher, parent and community alliances
- TPC.1.5. Analyze community-networking opportunities in parent/teacher/community alliances
- TPC.1.6. Demonstrate professional and ethical collaborative relationships with colleagues, support teams, participants and families

Teacher, Parent, and Community Relationships Objective 2

TPC.2 Examine the roles and functions of communication in teacher, parent, and community involvement in the child's development

- TPC.2.1. Examine communication styles and their effects on relationships
- TPC.2.2. Implement strategies for constructive and supportive interactions between early childhood programs and families
- TPC.2.3. Apply communication strategies that promote positive self-esteem in children and family members
- TPC.2.4. Examine barriers to communication with teacher, parent and community alliances
- TPC.2.5. Demonstrate respect for diversity with sensitivity to anti-bias, gender, equity, age, culture, and ethnicity in communications with teacher, parent and community alliances
- TPC.2.6. Respect the language of English language learners, and list community services available to non-English speaking children and families
- TPC.2.7. Collect, organize, analyze, and graphically present information using the most appropriate tools
- TPC.2.8. Analyze children's developmental progress and summarize developmental issues and concerns to parent or guardian
- TPC.2.9. Create examples of a variety of effective teacher-parent communications, including but not limited to letters, web pages, e-mail, newsletters, conferences and meetings
- TPC.2.10. Maintain accurate and confidential documentation to be shared in a timely manner to appropriate audiences

Appendix A
FAMILY AND CONSUMER SCIENCES – HIGH SCHOOL COURSES
BEST PRACTICES RUBRIC

Indicators	1 Falls Below Expectations	2 Approaches Expectations	3 Meets Expectations	4 Exceeds Expectations
NYS FACS Learning Standards	Does not connect to NYS FACS Learning Standards.	Has limited evidence of connection to 1 NYS FACS Learning Standard.	Adequate evidence of connection to 1 or more NYS FACS Learning Standards.	Evidence of strong connections to 2 or more NYS FACS Learning Standards
NYS CDOS Learning Standards	Does not connect to NYS CDOS Learning Standards.	Has limited evidence of connection to 1 NYS CDOS Learning Standard.	Adequate evidence of connection to 1 or more NYS CDOS Learning Standard including Standard 3b.	Evidence of strong connections to 2 or more NYS CDOS Learning Standards including Standard 3b.
NYS Academic Learning Standards	Does not connect to NYS academic Learning Standards.	Has limited evidence of connection to 1 NYS academic Learning Standard.	Adequate evidence of connection to 1 or more NYS academic Learning Standard.	Evidence of strong connections to 2 or more NYS academic Learning Standards.
Course Content Topics	Does not relate to Content Topics.	Addresses 1 Content Topic.	Integrates 2 Content Topics.	Integrates 3 or more Content Topics.
Process Skills	Does not integrate Process Skills.	Integrates 1 Process Skill.	Integrates 2 Process Skills.	Integrates 3 or more Process Skills.
Strategy	Instruction is dependent primarily on textbooks, lecture, paper, and pencil. Teacher driven.	Hands-on experiential learning is limited. Minimal student involvement.	Includes 75 percent hands-on experiential learning. Adequate student involvement.	Includes more than 75 percent hands-on experiential learning. Active student engagement. Teacher as facilitator.
Implementation	Does not flow in a logical sequence. Necessary resources would make implementation difficult.	Follows a logical sequence. Most necessary resources may make implementation difficult.	Follows a logical sequence. Some necessary resources may make implementation difficult.	Follows a logical sequence. All necessary resources make implementation easy.
Assessment	Cannot be assessed. Or Assessment not included.	Assessment is vaguely related to objectives and competencies.	Assessment relates to objectives and competencies.	Assessment is directly related to objectives and competencies.

EARLY CHILDHOOD EDUCATION BEST PRACTICES TEMPLATE

NYS LEARNING STANDARDS:

Family and Consumer Sciences
1 _____
2 _____
3 _____

Career Development and Occupational Studies
1 _____
2 _____
3a _____
3b _____

EARLY CHILDHOOD EDUCATION

CONTENT TOPICS:

Introduction _____

Overview of Growth & Dev. _____

Child Assessment _____

Character Development _____

Child Centered Environment _____

Program Planning _____

Guiding Play _____

Guiding Literacy _____

Connections _____

Guiding Art _____

Guiding Music & Movement _____

Guiding Nutrition, Health _____

Guiding Science _____

Guiding Math _____

Guidance of Young Children _____

Guiding Exceptional Children _____

Management of Center _____

Teacher, Parent, Community _____

APPLIED PROCESS SKILLS:

Communication _____

Leadership _____

Management _____

Thinking _____

APPLIED ACADEMICS:

Circle Standard Number(s)

ELA 1 2 3 4

MST 1 2 3 4 5 6 7

Soc St 1 2 3 4 5

The Arts 1 2 3 4

LOTE 1 2

TITLE: _____

CONTENT TOPICS: (Complete all that apply)

Introduction to Early Childhood, Education, and Services (IE)

- Performance Objective – IE
 - Supporting Competency – IE

Overview of Growth and Development of Preschoolers (OP)

- Performance Objective –OP
 - Supporting Competency –OP

Observation and Recording: Child Assessment (OR)

- Performance Objective – OR
 - Supporting Competency – OR

Character Development (CD)

- Performance Objective – CD
 - Supporting Competency – CD

Program Planning and Scheduling (PPS)

- Performance Objective – PO
 - Supporting Competency – PO

Guiding Play Activities (P)

- Performance Objective – P
 - Supporting Competency – P

Guiding Literacy Activities (L)

- Performance Objective – L
 - Supporting Competency – L

Community Connections and Career Awareness (CCCA)

- Performance Objective – CCCA
 - Supporting Competency – CCCA

Guiding Art Experiences (A)

- Performance Objective – A
 - Supporting Competency – A

Guiding Music and Movement Experiences (MM)

- Performance Objective – MM
 - Supporting Competency – MM

Guiding Nutrition, Health, and Wellness Experiences (NHW)

- Performance Objective – NHW
 - Supporting Competency – NHW

Guiding Science Experiences (S)

- Performance Objective – S
 - Supporting Competency – S

Guiding Math Experiences (M)

- Performance Objective – M
 - Supporting Competency – M

Guidance of Young Children (GYC)

- Performance Objective – GYC
 - Supporting Competency – GYC

Guiding Exceptional Children (GEC)

- Performance Objective – GEC
 - Supporting Competency – GEC

Management of Center Operations (MCO)

- Performance Objective – MCO
 - Supporting Competency – MCO

Teacher, Parent, and Community Relationships (TPC)

- Performance Objective – TPC
 - Supporting Competency – TPC

TITLE: _____

GOAL:

STRATEGY:

ASSESSMENT (Attach rubric):

Appendix B
EARLY CHILDHOOD EDUCATION
PERFORMANCE OBJECTIVES AND SUPPORTING COMPETENCIES

A. Introduction to Early Childhood, Education, and Services (IE)

IE.1 List and describe the various types of early childhood, education, and services available to parents and their children

- IE.1.1. Identify unique characteristics of the various types of early childhood, education, and services available to parents and their children
- IE.1.2. Identify the criteria used to assess quality early childhood, education, and services available to parents and their children
- IE.1.3. Assess needs families have for early childhood, education, and services available to parents and their children
- IE.1.4. Determine the advantages and disadvantages of each type of program based on the criteria and assessed needs of individual families

IE.2 Investigate how early childhood, education, and services are influenced by current and historical cultural perspectives

- IE.2.1. Determine the impact of societal, economic, and political forces on early childhood, education, and services
- IE.2.2. Identify important historical perspectives that have influenced early childhood, education, and services
- IE.2.3. Examine leading theories and their implications for educational and child care practices
- IE.2.4. Examine the relative merits of opposing points of view regarding leading theories of educational and child care practices
- IE.2.5. Assess common practices and emerging research about educational and child care practices
- IE.2.6. Analyze the impact of current issues and technological advances have on early childhood, education, and services

IE.3 Analyze career paths within early childhood, education and related services

- IE.3.1. Identify careers in the field of early childhood, education, and services
- IE.3.2. Determine roles and functions of careers in early childhood, education, and services
- IE.3.3. Determine how interest in early childhood, education, and services may lead to pursuit of a variety of entry level, paraprofessional and professional careers
- IE.3.4. Explore opportunities for employment and entrepreneurial endeavors in the field of early childhood, education, and services
- IE.3.5. Examine education and training requirements for career paths in the field of early childhood, education, and services
- IE.3.6. Examine the skills necessary for success in the field of early childhood, education, and services
- IE.3.7. Examine the impact of careers in the field of early childhood, education, and services on local, state, national, and global economies

IE.4 Assess personal suitability to career characteristics in early childhood, education, and related services

- IE.4.1. Evaluate personal characteristics related to employability
- IE.4.2. Examine personal characteristics relevant to careers in the field of early childhood, education, and services
- IE.4.3. Match personal characteristics to suitable career choice(s)
- IE.4.4. Consider the impact of career choice on one's lifestyle and identify careers compatible with own lifestyle preference

IE.5 Demonstrate the skills necessary to obtain employment in early childhood, education, and related services

- IE.5.1. Create an employment portfolio for use when applying for work-based learning opportunities and entry-level positions in early childhood, education, and related services
- IE.5.2. Demonstrate appropriate interviewing skills
- IE.5.3. Identify and model employability skills needed to obtain and retain employment
- IE.5.4. Analyze the role of, and benefits of membership in, professional organizations in early childhood, education, and related services

B. Overview of Growth and Development of Preschoolers (OP)

OP.1 Summarize the principles of growth and development of preschoolers

- OP.1.1. Identify the characteristics and interrelationship among the physical, intellectual (cognitive), social, and emotional development of preschoolers
- OP.1.2. Identify developmental milestones that typically occur during the preschool years
- OP.1.3. Identify typical variations in the development of preschoolers
- OP.1.4. Describe benchmark warnings that may indicate developmental delays during the preschool years and when to access additional support systems
- OP.1.5. Identify the internal, external, informal, and formal support systems available to meet the diverse needs of preschool children

C. Observation and Recording: Child Assessment (OR)

OR.1 Analyze the role of observation and assessment in optimizing the growth and development of children

- OR.1.1. Explain the importance and purpose of observation and assessment in promoting the growth and development of children
- OR.1.2. Identify current valid and reliable methods of observation and explain the purpose of each

OR.2 Describe the scientific research method used in the collection of data pertinent to child development

- OR.2.1. Examine the components of the scientific research method
- OR.2.2. Explain specific guidelines to follow when observing children
- OR.2.3. Describe a variety of appropriate observation techniques
- OR.2.4. Identify appropriate observation techniques to employ in given situations in order to make necessary assessments

OR.3 Utilize a variety of assessment methods to collect information about the individual child's growth and development

- OR.3.1. Analyze a child's strengths, needs, preferences, and interests through formal and informal observation practices
- OR.3.2. Compare subjective and objective observation statements and interpretations
- OR.3.3. Maintain accurate and confidential documentation of observations and assessments
- OR.3.4. Apply rules, regulations, and work site confidentiality policies that protect the employer, employee, participant, and family rights to anonymity

OR.4 Use observational data to document and promote child growth and development

- OR.4.1. Interpret and analyze the data collected in order to draw conclusions and make predictions about development
- OR.4.2. Consider cultural and environmental influences, and individual differences when assessing children's development
- OR.4.3. Present information, ideas, and results of work using any of a variety of communications technologies
- OR.4.4. Adapt program practices to meet the individual child or children's needs based on the data collected through observation and assessment

D. Character Development (CD)

CD.1 Demonstrate techniques for developing positive character traits among preschoolers in a formal preschool environment

- CD.1.1. Recognize how differences in preschoolers' temperament, personality and ability impact their behavior
- CD.1.2. Identify and implement developmentally appropriate guidelines for the behavior of preschoolers
- CD.1.3. Assist preschoolers in using techniques that promote positive and productive relationships among preschoolers including but not limited to sharing, listening, turn taking, courtesy, patience, and cooperation
- CD.1.4. Demonstrate techniques used to assist preschoolers in developing self-regulation and conflict resolution skills

E. A Child Centered Environment (CCE)

CCE.1 Develop a child centered environment

- CCE.1.1. Define the needs of the child and outline ways the child centered environment can be designed to meet these needs
- CCE.1.2. Synthesize information from current educational theory to formulate a philosophy to guide practice in a child centered environment
- CCE.1.3. Establish program goals for the child centered environment and outline ways the goals influence that environment
- CCE.1.4. Utilize program goals to formulate plans for a developmentally appropriate child centered environment
- CCE.1.5. Identify and implement strategies that assist preschoolers in transitioning from one activity to another

CCE.2 Organize developmentally appropriate spaces that promote physical, intellectual (cognitive), social, and emotional support programs goals

- CCE.2.1. Identify the components of the physical indoor and outdoor spaces of the child centered environment
- CCE.2.2. Analyze state and federal policies and laws for the oversight of the child centered environment
- CCE.2.3. Arrange the activity areas and learning centers to provide for children's exploration, discovery and development
- CCE.2.4. Identify the criteria and selection of developmentally appropriate toys and equipment
- CCE.2.5. Formulate a list of necessary materials for daily operations of each activity area and learning center
- CCE.2.6. Demonstrate responsibility for maintaining and replenishing materials used for activity areas and learning centers
- CCE.2.7. Manage physical space to maintain a learning environment that is safe and healthy and encourages child centered activities
- CCE.2.8. Apply safe and healthy practices that comply with state regulations

CCE.3 Explain the value and importance of play for child growth and development

- CCE.3.1. Identify types of play and developmentally appropriate activities and practices that promote optimal growth and development of children
- CCE.3.2. Examine the stages of social play
- CCE.3.3. Examine the child's use of materials in the stages of social play
- CCE.3.4. Analyze the adults role in coaching, modeling and reinforcing play

F. Program Planning and Scheduling (PPS)

PPS.1 Outline the basic principles of program planning for a child care facility

- PPS.1.1. Examine national, state, and local learning standards that influence the curricular design
- PPS.1.2. Analyze a variety of curricular and instructional models
- PPS.1.3. Implement learning activities in all curricular areas to meet the developmental needs of children
- PPS.1.4. Plan an integrated curriculum that incorporates language, learning styles, early experiences, and cultural values
- PPS.1.5. Implement an integrated curriculum that supports diversity
- PPS.1.6. Demonstrate a variety of teaching methods to meet individual needs of children
- PPS.1.7. Utilizing teacher planning tools, establish activities, routines and transitions such as, but not limited to, block plans, daily lesson plans, and curriculum mapping
- PPS.1.8. Cite the importance of assessment in curricular planning and improvement
- PPS.1.9. Demonstrate enthusiasm, initiative, and commitment to ongoing advancement in curricular planning and development
- PPS.1.10. Examine the role of support systems and networking in establishing best professional practices
- PPS.1.11. Demonstrate professional and ethical collaborative communication with colleagues, support, and management teams

G. Guiding Play Experiences (P)

P.1 Explain how play experiences promote the physical, intellectual (cognitive), social, and emotional growth and development of preschoolers

- P.1.1. Provide opportunities for preschoolers to gain insight into getting along with others and the importance of relationships
- P.1.2. Provide opportunities to foster creativity and imagination, expand language, discover new concepts, and experiment with problem solving and decision making
- P.1.3. Observe how play encourages preschoolers to express emotions
- P.1.4. Promote development through the actions of play activities including, but not limited to, puppetry, dramatic play, and socio-dramatic play
- P.1.5. Access and use technology to enhance socio-dramatic play experiences

P.2 Recognize how variations in the growth and development of preschoolers may impact the design and implementation of play experiences

- P.2.1. Assess the developmental appropriateness of play experiences and modify according to individual preschoolers' needs

H. Guiding Literacy Activities (L)

L.1 Demonstrate how experiences with children's literature during the preschool years contribute to the development of early literacy

- L.1.1. Recognize that literacy refers to the ability to read and write, to understand the subtleties of language, to think and reason clearly, and to communicate effectively with others
- L.1.2. Use reading aloud, storytelling, poetry, the printed word, computers, and dramatic play to enhance components of literacy including but not limited to recognizing the relationship between spoken and the printed word
- L.1.3. Provide preschoolers access to a wide variety of children's literature
- L.1.4. Access and use technology to enhance literacy experiences

L.2 Recognize how variations in the growth and development of preschoolers may impact the design and implementation of early literacy experiences

- L.2.1. Assess the developmental appropriateness of early literacy experiences and modify according to individual preschoolers' needs

I. Community Connections and Career Awareness (CCCA)

CCCA.1 Explain how community connections and career awareness promote the physical, intellectual (cognitive), social, and emotional growth and development of preschoolers

- CCCA.1.1. Access community resources to provide cultural, global, and intergenerational experiences for preschoolers
- CCCA.1.2. Encourage diversity by providing a variety of learning experiences including, but not limited to, cultural foods, traditions, and celebrations
- CCCA.1.3. Model and demonstrate the importance of respect for diversity
- CCCA.1.4. Design and implement classroom experiences for preschoolers that promote a sense of civic responsibility, demonstrate teamwork, leadership, and other career-related skills, and reinforce the value of work

CCCA.1.5. Access and use technology to enhance community connections and career awareness experiences

CCCA.2 Recognize how variations in the growth and development of preschoolers may impact the design and implementation of community connections and career awareness experiences

CCCA.2.1. Assess the developmental appropriateness of community connections and career awareness experiences and modify according to individual preschooler's needs

J. Guiding Visual Art Experiences (A)

A.1 Explain how visual art experiences promote the physical, intellectual (cognitive), social, and emotional growth and development of preschoolers

- A.1.1. Know and use a variety of art media to promote individual expression and creativity
- A.1.2. Provide a variety of art experiences to promote the development of fine (small) motor skills
- A.1.3. Provide a variety of art experiences so preschoolers have the opportunity to learn responsibility, work and share with others, respect the property of others, and value the work and ideas of themselves and others
- A.1.4. Provide a variety of art experiences to promote intellectual development through sensory exploration of a variety of art materials and tools
- A.1.5. Utilize art experiences to provide opportunities for preschoolers to learn important concepts such as color, size, texture, and shape
- A.1.6. Access and use technology to enhance art experiences
- A.1.7. Access various works of art to enhance preschoolers' exposure to and appreciation of the visual arts

A.2 Recognize how variations in the growth and development of preschoolers may impact the design and implementation of visual art experiences

A.2.1. Assess the developmental appropriateness of art experiences and modify according to individual preschooler's needs

K. Guiding Music and Movement Experiences (MM)

MM.1 Explain how music and movement experiences promote the physical, intellectual (cognitive), social, and emotional growth and development of preschoolers

- MM.1.1. Select and demonstrate songs that have repetitive and easy to learn phrases that promote language development
- MM.1.2. Identify ways in which music can enhance brain development
- MM.1.3. Use music to encourage movement to further develop fine (small) and gross (large) motor skills
- MM.1.4. Examine ways music and movement strengthen positive self concept and self-expression
- MM.1.5. Structure group activities using music and movement to reinforce social growth and development
- MM.1.6. Access and use technology to enhance music and movement experiences
- MM.1.7. Access various pieces of music to enhance preschoolers' exposure to and appreciation of the musical arts

- MM.2 Recognize how variations in the growth and development of preschoolers may impact the design and implementation of music and movement experiences**
MM.2.1. Assess the developmental appropriateness of music and movement and modify according to individual preschooler's needs

L. Guiding Nutrition, Health, and Wellness Experiences (NHW)

NHW.1 Explain how nutrition, health, and wellness experiences promote the physical, intellectual (cognitive), social, and emotional growth and development of preschoolers

- NHW.1.1. Conduct positive food and nutrition experiences for preschoolers that promote safe and healthful eating habits
NHW.1.2. Provide vigorous physical activities to promote lifelong fitness of preschoolers
NHW.1.3. Model and guide practices that promote personal hygiene habits of good health for self and others
NHW.1.4. Access and use technology to enhance nutrition, health, and wellness experiences

NHW.2 Recognize how variations in the growth and development of preschoolers may impact the design and implementation of nutrition, health, and wellness experiences

- NHW.2.1. Assess the developmental appropriateness of nutrition, health, and wellness experiences and modify according to individual preschooler's needs

M. Guiding Science Experiences (S)

S.1 Explain how science experiences promote the physical, intellectual (cognitive), social, and emotional growth and development of preschoolers

- S.1.1. Provide science experiences to encourage preschoolers to use their senses for observing, drawing conclusions, classifying objects, exploring, and discovering new things
S.1.2. Provide experiences at the preschool level and model personal responsibility in relation to environmental trends and issues
S.1.3. Promote preschoolers interpersonal relationship skills through asking questions and sharing ideas, observations, and feelings
S.1.4. Offer preschoolers a variety of materials and tools to manipulate in order to improve their motor skills
S.1.5. Access and use technology to enhance science experiences
S.1.6. Provide experiences that encourage preschoolers to grow, maintain, or care for living things such as plants and animals

S.2 Recognize how variations in the growth and development of preschoolers may impact the design and implementation of science experiences

- S.2.1. Assess the developmental appropriateness of science experiences and modify according to individual preschooler's needs

N. Guiding Math Experiences (M)

M.1 Explain how math experiences promote the physical, intellectual (cognitive), social, and emotional growth and development of preschoolers

- M.1.1. Design math experiences that promote mathematical thinking and exploration including but not limited to counting, sorting, classifying, constructing patterns, estimating, sequencing, measuring, recognizing numbers, using symbols, and understanding concepts such as space, size, volume, and time
- M.1.2. Utilize manipulatives to reinforce mathematical concepts and promote the development of motor skills
- M.1.3. Provide and supervise math-related activities, such as a simple board or card game, where preschoolers need to work cooperatively in a group
- M.1.4. Access and use technology to enhance math experiences

M.2 Recognize how variations in the growth and development of preschoolers may impact the design and implementation of math experiences

- M.2.1. Assess the developmental appropriateness of math experiences and modify according to individual preschooler's need

O. Guidance of Young Children (GYC)

GYC.1 Apply developmentally appropriate guidelines for behavior

- GYC.1.1. Assess common practices and emerging research about guidance on a child's development
- GYC.1.2. Identify verbal and nonverbal behaviors and attitudes that contribute to effective guidance of children
- GYC.1.3. Identify situations that could lead to inappropriate behavior in children
- GYC.1.4. Demonstrate problem-solving skills with children
- GYC.1.5. Demonstrate interpersonal skills that promote positive and productive relationships with children
- GYC.1.6. Formulate techniques for effective guidance of young children such as but not limited to verbal guidance, positive reinforcement, consequences, and effective praise
- GYC.1.7. Establish behavioral rules for children to promote self-regulation and self-control
- GYC.1.8. Recognize the features and purposes of a developmentally appropriate routine for guiding young children
- GYC.1.9. Establish activities, routines, and transitions to guide children's behavior

GYC.2 Analyze behavioral concerns that pose guidance challenges in preschool situations

- GYC.2.1. Identify and apply methods to effectively assess and address behavioral concerns
- GYC.2.2. Discriminate between situations that can be managed through effective guidance techniques and those that require family intervention and/or outside professional assistance
- GYC.2.3. Identify and evaluate external support systems that provide services for families struggling with behavioral challenges

P. Guiding Exceptional Children (GEC)

GEC.1 Analyze developmental conditions that pose challenges to children

- GEC.1.1. Define exceptional children as children who have needs that vary from those of typical children

- GEC.1.2. Identify examples of exceptional children that include but are not limited to children with disabilities and gifted children
- GEC.1.3. Examine legal and developmentally appropriate practices to optimize growth and development of exceptional children
- GEC.1.4. Explain current approaches to education for exceptional children
- GEC.1.5. Examine advocacy strategies for children and families to use when facing diverse challenges
- GEC.1.6. Research how exceptional children are understood and cared for in a variety of cultures
- GEC.1.7. Discriminate between situations where exceptional children can benefit from modifications in care by families and those situations that require professional assistance
- GEC.1.8. Identify and evaluate external support systems that provide services for exceptional children
- GEC.1.9. Describe the role of the center worker in the development of a child's Individualized Family Service Plan and Individualized Education Plan

Q. Management of Center Operations (MC)

MCO.1 Examine the standards, policies, regulations, and laws for establishing early childhood, education, and service centers

- MCO.1.1. Analyze state, federal, and local standards, policies, regulations, and laws for the oversight of approved early childhood, education, and service centers
- MCO.1.2. Demonstrate management of financial resources to meet the goals of early childhood, education, and service centers
- MCO.1.3. Summarize the education and training requirements for a variety of workers in early childhood, education, and service centers

MCO.2 Demonstrate professional practices and standards related to early childhood, education, and service centers

- MCO.2.1. Utilize opportunities for continuing training and education
- MCO.2.2. Apply professional ethical standards as accepted by the recognized professional organizations
- MCO.2.3. Implement federal, state, and local standards, policies, regulations, and laws that affect children, families, and centers
- MCO.2.4. Demonstrate enthusiasm, initiative, and commitment to center goals and improvements
- MCO.2.5. Apply business management skills to planning businesses in early childhood, education, and service centers
- MCO.2.6. List types of record keeping procedures necessary to establish and maintain early childhood, education, and service centers
- MCO.2.7. Maintain accurate and confidential child, personnel, and financial records
- MCO.2.8. Formulate policies and procedural manuals for families and personnel in early childhood, education, and service centers based on federal, state, and local standards, policies, regulations, and laws

MCO.3 Demonstrate a safe and healthy learning environment for children

- MCO.3.1. Manage physical space to maintain a learning environment that is safe and healthy and encourages physical activity
- MCO.3.2. Apply safe and healthy practices that comply with state regulations
- MCO.3.3. Implement strategies to teach children health, safety, and sanitation habits
- MCO.3.4. Describe the importance of emergency preparedness and an emergency action plan
- MCO.3.5. Explain procedures related to recognition of and response to safety and emergency situations
- MCO.3.6. Plan safe and healthy meals and snacks
- MCO.3.7. Recognize symptoms of child abuse and neglect and use appropriate procedures to report suspected abuse or neglect to the designated authorities
- MCO.3.8. Identify human life issues and events that create crisis and pose challenges to children and their families
- MCO.3.9. Summarize the appropriate support needed to address human life issues that pose challenges to children and their families
- MCO.3.10. Identify and evaluate external support systems that provide services for children and families experiencing human life issues and events
- MCO.3.11. Identify and implement basic health practices and prevention procedures for workers and children regarding childhood illness and communicable diseases

R. Teacher, Parent, and Community Relationships Performance Objective 1

TPC.1 State the importance of teacher, parent, and community involvement to the child's development

- TPC.1.1. Identify various types of family structures
- TPC.1.2. Identify community resources and systems of formal and informal support available to individuals and families
- TPC.1.3. Describe the value of, and legal process for, recruiting, orienting, and utilizing parent and community volunteers
- TPC.1.4. Demonstrate interpersonal skills that promote positive and productive relationships with teacher, parent and community alliances
- TPC.1.5. Analyze community-networking opportunities in parent/teacher/ community alliances
- TPC.1.6. Demonstrate professional and ethical collaborative relationships with colleagues, support teams, participants and families

TPC.2 Examine the roles and functions of communication in teacher, parent, and community involvement in the child's development

- TPC.2.1. Examine communication styles and their effects on relationships
- TPC.2.2. Implement strategies for constructive and supportive interactions between early childhood programs and families
- TPC.2.3. Apply communication strategies that promote positive self-esteem in children and family members
- TPC.2.4. Examine barriers to communication with teacher, parent and community alliances

- TPC.2.5. Demonstrate respect for diversity with sensitivity to anti-bias, gender, equity, age, culture, and ethnicity in communications with teacher, parent and community alliances
- TPC.2.6. Respect the language of English language learners, and list community services available to non-English speaking children and families
- TPC.2.7. Collect, organize, analyze, and graphically present information using the most appropriate tools
- TPC.2.8. Analyze children's developmental progress and summarize developmental issues and concerns to parent or guardian
- TPC.2.9. Create examples of a variety of effective teacher-parent communications, including but not limited to letters, web pages, e-mail, newsletters, conferences and meetings
- TPC.2.10. Maintain accurate and confidential documentation to be shared in a timely manner to appropriate audiences

Appendix C

HOME AND CAREER SKILLS PROCESS SKILLS

The information below is excerpted from the New York State Home and Career Skills Core Curriculum Guide 2005. It is appended here as a reference and a review of the process skills for high school Family and Consumer Sciences teachers. Family and Consumer Sciences high school core courses were designed to provide opportunities for students to apply communication, leadership, management, and thinking skills through each content topic they study.

Introduction to Process Skills

Process is a vehicle for obtaining, analyzing, and using content. Process skills are the “how” of learning while content is the “what” of learning. The emphasis on process skills within Home and Career Skills is grounded in needs and issues of society and in developments in Family and Consumer Sciences education.

The need for process in education was emphasized in the report of the Secretary’s Commission on Achieving Necessary Skills (SCANS). Based on information gathered from businesses and industries across the country, the SCANS determined that process-oriented foundations and competencies are “at least as important as technical expertise...The competencies represent the attributes that today’s high performance employer seeks in tomorrow’s employee” (U.S. Department of Labor). The SCANS foundations and competencies harmonize closely with process skills developed through Family and Consumer Sciences. The New York State Education Department has adapted the SCANS skills into the Career Development and Occupational Studies (CDOS) Universal Foundation Skills.

Most process skills related to Family and Consumer Sciences can be categorized into four organizing skills:

- ❖ Communication (C)
- ❖ Leadership (L)
- ❖ Management (M)
- ❖ Thinking (T)

These process skills were selected in order to create a manageable structure for the development of essential questions for the Family and Consumer Sciences curricula.

- A. Communication Skills (C)** *How can I develop effective communication skills to express thoughts, feelings, opinions, and information to enhance family, school, work, and community relationships?*

Standards Connections

Communications Skills support the NYS Family and Consumer Sciences Learning Standard 2 – A Safe and Healthy Environment and NYS Career Development and Occupational Studies Learning Standards 1 – Career Development, 2 – Integrated Learning, and 3a – Universal Foundation Skills.

Rationale

Communication is the transmission or interchange of thoughts, feelings, opinions, and information between a sender and a receiver. Communication process skills are first experienced and learned within the social environment of the family. The process of learning to be an effective communicator begins in infancy, with babies and care givers engaging in interactive behaviors. As communication learning continues, families, schools, and communities play critical roles in expanding students' communication skills.

Communication process skills include listening, speaking, reading, and writing. Together they build a sense of cohesiveness within family, school, work, and community settings. They are a powerful cultural tool, a means for creating a sense of group identity through exchange of values, expectations, and ways of thinking and perceiving. Conflict management is facilitated when individuals are able to express their own ideas and assert their own views effectively, while at the same time listening to and respecting the views of others. Effective communication skills help students meet the challenges of living and working in a diverse global society.

Key Ideas

NYS FACS 2 - Students can provide a safe and nurturing environment for themselves and others.

NYS CDOS 1 - Students will use communication skills to achieve personal goals.

NYS CDOS 2 - Students can use the essential academics concepts, facts, and procedures in applications related to life skills and the world of work.

NYS CDOS 3a - (Basic Skills) Students will acquire basic skills including the ability to read, write, listen, and speak.

(Interpersonal Skills) Students will develop positive interpersonal qualities leading to team work and cooperation in large and small groups in family, social, and work situations.

Performance Objectives and Supporting Competencies for Communication Skills

Communication Skills Performance Objective 1

C.1 Demonstrate communication skills that contribute to positive relationships.

Communication Skills Objective 1 Supporting Competencies

- C.1.1 Examine the roles and functions of communications in family, school, work, and community settings.
- C.1.2 Examine communication styles and their effects on relationships.
- C.1.3 Describe types of communication and characteristics of effective communication.
 - Verbal
 - Nonverbal
- C.1.4 Demonstrate verbal and nonverbal behaviors and attitudes that contribute to effective communication.
- C.1.5 Distinguish between hearing and listening.
- C.1.6 Demonstrate effective (active) listening and feedback techniques.
- C.1.7 Examine barriers to communication in family, school, work, and community settings.
- C.1.8 Demonstrate effective communication skills in a group setting to accomplish a task.
- C.1.9 Demonstrate effective communication skills in family, school, work, and community settings.

B. Leadership Skills (L) *How can I develop lifelong leadership skills to address important personal, family, school, work, and community issues?*

Standards Connections

Leadership Skills support the NYS Family and Consumer Sciences Learning Standards 2 – A Safe and Healthy Environment, 3 – Resource Management, and NYS Career Development and Occupational Studies Standards 1 – Career Development, 2 – Integrated Learning, and 3a – Universal Foundation Skills.

Rationale

Leadership process skills include helping a group, such as a family, school, or community shape a vision of purpose and goals, and encouraging others to commit themselves to accomplishing that vision. Being a responsible leader requires taking action for the common good of the group.

Leaders tell, sell, participate, and delegate, using different strategies at different times and with different group members, in order to involve and encourage everyone toward achieving the shared vision. Leadership skills are embraced in Home and Career Skills classes as students develop a common vision, cooperate with each other, and assume shared responsibility for their family, school, work, and community settings.

Key Ideas

NYS FACS 2 - Students can provide a safe and nurturing environment for themselves and others.

NYS FACS 3 - Students will understand and be able to manage personal resources of talent, time, energy, and money, and make effective decisions in order to balance their obligations to work, family, and self. They will nurture and support positive relationships in their homes, workplaces, and communities. They will develop and use their abilities to contribute to society through pursuit of a career and commitment to long-range planning for their personal, professional, and academic futures. They will know and access community resources.

NYS CDOS 1 - Students will use communication skills to achieve personal goals.

NYS CDOS 2 - Students can use the essential academic concepts, facts, and procedures in applications related to life skills and the world of work.

NYS CDOS 3a - (Thinking Skills) Students will use thinking skills for problem solving, experimenting, and focused observation, and apply the application of knowledge to new and unfamiliar situations.

(Personal Qualities) Students will develop competence in self-management and the ability to plan, organize, and take independent action.

(Interpersonal Skills) Students will develop positive interpersonal qualities leading to team work and cooperation in large and small groups in family, social, and work situations.

(Managing Information) Students will access and use information obtained from other people, community resources, and computer networks.

(Managing Resources) Students will use resources to successfully carry out a planned activity.

Performance Objectives and Supporting Competencies for Leadership Skills

Leadership Skills Performance Objective 1

L.1 Demonstrate teamwork and leadership skills in the family, school, workplace, and/or community.

Leadership Skills Objective 1 Supporting Competencies

- L.1.1 Examine the roles and functions of teamwork and leadership in family, school, work, and community settings.
- L.1.2 Identify qualities of effective leaders.
- L.1.3 Identify qualities of effective team members.
- L.1.4 Create an environment that encourages and respects the ideas, perspectives, and contributions of all group members.
- L.1.5 Demonstrate strategies to motivate and encourage group members.
- L.1.6 Create strategies to utilize the strengths and limitations of team members.
- L.1.7 Demonstrate techniques that develop team and community spirit.
- L.1.8 Demonstrate ways to organize and delegate responsibilities.
- L.1.9 Create strategies to integrate new members into the team.
- L.1.10 Demonstrate processes for cooperating, compromising, and collaborating.
- L.1.11 Demonstrate leadership and teamwork in a group setting to accomplish tasks.
- L.1.12 Demonstrate leadership and teamwork in family, school, work, and community settings.

C. Management Skills (M) *How can I develop effective management skills in order to achieve goals for self, family, school, work, and community?*

Standards Connections

Management Skills support the NYS Family and Consumer Sciences Learning Standards 2 – A Safe and Healthy Environment, 3 – Resource Management and NYS Career Development and Occupational Studies Learning Standards 1 – Career Development, 2 – Integrated Learning, and 3a – Universal Foundation Skills.

Rationale

Management process skills are used to carry out actions in order to meet individual, family, school, work, and community needs. They include goal setting, planning, implementing, evaluating, problem solving, and decision making. Management involves determining the goals that can be realistically accomplished; planning the steps to take and resources to use; carrying out the plan in an efficient and cost effective way; and evaluating the implementation process and the result. Students in Home and Career Skills classes practice managing resources such as time, talent, energy, and money, in order achieve goals for self, family, school, work, and community.

Key Ideas

NYS FACS 2 - Students can provide a safe and nurturing environment for themselves and others.

NYS FACS 3 - Students will understand and be able to manage personal resources of talent, time, energy, and money, and make effective decisions in order to balance their obligations to work, family, and self. They will nurture and support positive relationships in their homes, workplaces, and communities. They will develop and use their abilities to contribute to society through pursuit of a career and commitment to long-range planning for their personal, professional, and academic futures. They will know and access community resources.

NYS CDOS 1 - Students will use communication skills to achieve personal goals.

NYS CDOS 2 - Students can use the essential academic concepts, facts, and procedures in applications related to life skills and the world of work.

NYS CDOS 3a - (Thinking Skills) Students will use thinking skills for problem solving, experimenting, and focused observation and apply the application of knowledge to new and unfamiliar situations.

(Personal Qualities) Students will develop competence in self-management and the ability to plan, organize, and take independent action.

(Interpersonal Skills) Students will develop positive interpersonal qualities leading to team work and cooperation in large and small groups in family, social, and work situations.

(Managing Information) Students will access and use information obtained from other people, community resources, and computer networks.

(Managing Resources) Students will use resources to successfully carry out a planned activity.

Performance Objectives and Supporting Competencies for Management Skills

Management Skills Performance Objective 1

M.1 Explain the importance of effective management of resources in a variety of relevant life situations.

Management Skills Objective 1 Supporting Competencies

- M.1.1 Explain *management* as it relates to personal, family, and work life.
- M.1.2 Compare ways in which different people make different choices in the same situation.

Management Skills Performance Objective 2

M.2 Explain how decision making, problem solving, and goal setting assist with management of resources (i.e. time, money, energy).

Management Skills Objective 2 Supporting Competencies

- M.2.1 Explain the interrelatedness of the decision-making, problem-solving and goal-setting processes.

Management Skills Performance Objective 3

M.3 Explain how needs, wants, values, goals, and standards impact decision making, problem solving and goal setting.

Management Skills Objective 3 Supporting Competencies

- M.3.1 Define *needs, wants, values, goals, and standards*.
- M.3.2 Describe how needs, wants, values, goals, and standards influence decisions.
- M.3.3 Examine how individuals and families make choices to satisfy needs and wants.

Management Skills Performance Objective 4

M.4 Identify human, economic, and environmental resources that are available and appropriate to use in decision making, problem solving and goal setting.

Management Skills Objective 4 Supporting Competencies

- M.4.1 Define *resources*
- M.4.2 Classify human, economic, and environmental resources.
- M.4.3 Identify human, economic, and environmental resources that are limited and/or expendable, and select those that are available and appropriate to the relevant life situation.
- M.4.4 Describe several ways to substitute or increase resources by combining them.
- M.4.5 Give examples and demonstrate how resources have credibility, change over the lifespan, and are influenced by changing needs and goals and availability.
- M.4.6 Determine individual and family responsibility in relation to the environmental trends and issues.
- M.4.7 Examine behaviors that conserve, reuse, and recycle resources to maintain the environment.

Management Skills Performance Objective 5

M.5 Apply the decision-making process in a logical, sequential manner to relevant life situations involving a choice.

Management Skills Objective 5 Supporting Competencies

- M.5.1 Define *decision making*.
- M.5.2 State sequentially the basic steps in the decision-making process.
- M.5.3 Apply the steps sequentially to make a decision.
- M.5.4 Apply the decision-making process in family, school, work, and community settings.

Management Skills Performance Objective 6

M.6 Use the problem-solving process to identify appropriate solutions, in a logical and sequential manner, and apply the solution chosen to real-life problem situations.

Management Skills Objective 6 Supporting Competencies

- M.6.1 Define *problem solving*.
- M.6.2 State sequentially the basic steps in the problem-solving process.
- M.6.3 Apply the steps sequentially to solve a problem situation.
- M.6.4 Apply the problem-solving process to solve problems in family, school, work, and community settings.
- M.6.5 Explain the appropriateness of alternative solutions.

Management Skills Performance Objective 7

M.7 Apply the goal-setting process in a logical and sequential manner to relevant life situations involving a goal.

Management Skills Objective 7 Supporting Competencies

- M.7.1 Define *goal*.
- M.7.2 Distinguish between long-term and short-term goals.
- M.7.3 State sequentially the basic steps in the goal-setting process.
- M.7.4 Apply the steps sequentially to achieve a goal.
- M.7.5 Apply the goal-setting process to set goals in family, school, work, and community settings.

Management Skills Performance Objective 8

M.8 Demonstrate management of individual and family resources, including food, clothing, shelter, money, time, and personal energy.

Management Skills Objective 8 Supporting Competencies

- M.8.1 Apply management skills to organize tasks and responsibilities.
- M.8.2 Implement management skills in the planning, purchasing, preparing, serving, and storing of safe and nutritious food.
- M.8.3 Implement management skills in the purchasing, creating, and/or maintenance of clothing
- M.8.4 Implement management skills involving personal space, housing, and furnishings.
- M.8.5 Implement management skills involving money.
- M.8.6 Implement management skills involving time.
- M.8.7 Implement management skills involving personal energy.

Management Skills Performance Objective 9

M.9 Demonstrate management of individual and family resources in family, school, work, and community settings.

Management Skills Objective 9 Supporting Competencies

- M 9.1 Allocate individual and family resources to complete a task.

D. Thinking Skills (T) *How can I apply effective critical and creative thinking skills to increase the probability of desired outcomes at home, school, work, and community settings?*

Standards Connections

Thinking Skills support the NYS Family and Consumer Sciences Learning Standards 1 – Personal Health and Fitness, 2 – A Safe and Healthy Environment, 3 – Resource Management and NYS Career Development and Occupational Studies Standards 1 – Career Development, 2 – Integrated Learning, and 3a – Universal Foundation Skills.

Rationale

Thinking process skills encompass complex, multifaceted activities of the mind. These skills lead to problem solving, experimenting, and focused observation, and allow the application of knowledge to new and unfamiliar situations (New York State Learning Standards for Career Development and Occupational Studies). Home and Career Skills classes provide students with opportunities to apply thinking strategies that are purposeful, reasonable, and goal-directed so that they may increase the probability of achieving desirable outcomes.

Two major types of thinking skills are critical thinking and creative thinking. Critical thinking emphasizes examination and critique of information in order to gain insight into meanings and interpretations. Home and Career Skills classes provide students with opportunities to use critical thinking skills to identify premises and conclusions; to distinguish among opinion, reasoned judgment, and fact; and to recognize underlying assumptions, biases, and values.

Creative thinking, in contrast, is the use of innovative, exploratory approaches to generate ideas. Home and Career Skills classes provide an environment where unusual ideas are valued and perspectives and explanations other than those which are immediately apparent are encouraged.

Key Ideas

NYS FACS 1 – Students will be able to plan and use tools and technologies appropriately.

NYS FACS 2 - Students can provide a safe and nurturing environment for themselves and others.

NYS FACS 3 - Students will understand and be able to manage personal resources of talent, time, energy, and money, and make effective decisions in order to balance their obligations to work, family, and self. They will develop and use their abilities to contribute to society through pursuit of a career and commitment to long-range planning for their personal, professional, and academic futures.

NYS CDOS 1 - Students will learn about the changing nature of the workplace, the value of work to society, and the connection of work to the achievement of personal goals.

NYS CDOS 2 - Students can use the essential academic concepts, facts, and procedures in applications related to life skills and the world of work.

NYS CDOS 3a - (Thinking Skills) Students will use thinking skills for problem solving, experimenting, and focused observation, and apply the application of knowledge to new and unfamiliar situations.

Performance Objectives and Supporting Competencies for Thinking Skills

Thinking Skills Performance Objective 1

T.1 Demonstrate creative and critical thinking skills in family, school, work, and/or community settings.

Thinking Skills Objective 1 Supporting Competencies

- T.1.1 Examine the roles and functions of creative and critical thinking skills in family, school, work, and community settings.
- T.1.2 Describe creative thinking skills.
- T.1.3 Describe critical thinking skills.
- T.1.4 Demonstrate creative and/or critical thinking skills to accomplish a task.