



## CTSO Course Alignments: Early Childhood Education Careers II

Below you will find standards for the Early Childhood Education Careers II course aligned with competitive events from appropriate career and technical student organizations (CTSOs). Knowing the aligned events for your organization will allow you to have additional tools for teaching course standards, as well as increase student engagement and preparation in your CTSO activities. The final column recommends potential tools from other CTSO organizations. Even if your students are not participating in these organizations, available rubrics, tools, and materials can also add to the instructional resources at your disposal for best teaching your content.

**Important to note:** While the aligned activities below can be important tools in teaching course standards, it is important to note that events may not cover a standard in its entirety and should not be the sole instructional strategy used to address a standard.

|   | STANDARD   | ALIGNED FCCLA COMPETITIVE EVENTS/PROGRAMS                                  | OTHER POTENTIAL CTSO TOOLS & RESOURCES   |
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| 1 | Compile and critique procedures for maintaining a safe and healthy learning environment for children present in a childcare facility. Cite information for the Occupational Safety and Health Administration (OSHA) to identify precautionary guidelines to prevent illness, communicable diseases and injuries. Incorporate safety procedures and complete safety test with 100 percent accuracy. (TN Reading 3; FACS 9)  |  | <ul style="list-style-type: none"> <li>• <b>SkillsUSA:</b> Occupational Health and Safety</li> </ul> |
| 2 | Recognize the signs of child abuse, and research the legal requirements for reporting suspected abuse. Prepare an informative text or presentation describing types of abuse, including signs and symptoms to look for, and outline the reporting requirements and procedures. (TN Writing 4, 7, 9; FACS 12)   | <ul style="list-style-type: none"> <li>• <b>FCCLA:</b> Advocacy</li> </ul> | <ul style="list-style-type: none"> <li>• <b>TSA:</b> Desktop Publishing</li> </ul>                   |
| 3 | Research and analyze informational texts to identify components of developmentally appropriate instruction for children from birth through age eight. Compare and contrast components of curriculum planning models, including but not limited to the following: <ol style="list-style-type: none"> <li>Bank Street developmental-interaction approach</li> <li>Dodge creative curriculum for preschool</li> <li>High/Scope curriculum</li> <li>Kamii-DeVries constructivist approach</li> <li>Montessori method</li> <li>Direct instruction mode.</li> </ol> (TN Reading 4, 9; TN Writing 8, 9; FACS 4) |  | <ul style="list-style-type: none"> <li>• <b>TSA:</b> Future Technology Teacher</li> </ul>            |

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| 4 | <p>Create an annotated graphic illustrating the stages of human development from birth through age eight and the corresponding activities that support physical, emotional, social, and intellectual development at each stage. (TN Reading 1, 7, 9; TN Writing 2, 8, 9; TN Psychology; FACS 4, 12)</p>  |  | <ul style="list-style-type: none"> <li>• <b>HOSA:</b> Human Growth and Development</li> <li>• <b>TSA:</b> Promotional Graphics</li> </ul> |
| 5 | <p>Research the characteristics of the stages of play development. Draw conclusions about the relationship between play and child development and learning. Synthesize the research to write recommendations for developmentally appropriate time, structure, materials, and equipment for play within an early childhood care program. (TN Reading 2; TN Writing 1, 7, 9; TN Psychology)</p>  | <ul style="list-style-type: none"> <li>• <b>FCCLA:</b> Advocacy</li> </ul> |   |
| 6 | <p>Citing specific textual evidence found in academic journals or research, defend the need for the preparation of a comprehensive curriculum for children from birth through age eight. Address the developmental significance of including the following in a curriculum:</p> <ol style="list-style-type: none"> <li>Music</li> <li>Art</li> <li>Role-play/Pretend Play</li> <li>Reading</li> <li>Storytelling</li> <li>Outdoor excursions</li> <li>Games</li> </ol> <p>(TN Reading 1; TN Writing 1; TN Psychology; FACS 4)</p>  | <ul style="list-style-type: none"> <li>• <b>FCCLA:</b> Advocacy</li> </ul> |   |
| 7 | <p>Using academic journals and news articles, investigate how social, cultural, and economic factors inside and outside of the classroom influence student learning and student behavior. Assess the extent to which reasoning and evidence support the author's claim, citing specific textual evidence. (TN Reading 1, 8; TN Psychology 1, 6; TN Sociology 1, 6; FACS 4, 12)</p>   |  | <ul style="list-style-type: none"> <li>• <b>FFA:</b> Agricultural Issues</li> </ul>   |
| 8 | <p>Compare and contrast a range of learning styles identified in relevant education research. Synthesize information about the characteristics of each learning style, such as examples of teaching methods, and assignments in an informative text, graphic organizer, or other illustration. Learning styles include:</p> <ol style="list-style-type: none"> <li>Visual/Spatial Learners</li> <li>Auditory/Verbal/Linguistic Learners</li> <li>Analytic Learners</li> <li>Kinesthetic or Tactile Learners</li> <li>Global Learners</li> </ol> <p>(TN Reading 2, TN Psychology 1; TN Sociology 1; FACS 4, 12)</p> |  |   |

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| <p><b>9</b></p>  | <p>Differentiate between child screening, assessment, and evaluation. Collect firsthand data through interviews with local child care providers to identify the most common assessment processes used. Citing specific textual evidence, describe the purpose and procedures associated with common types of assessments, including:</p> <ol style="list-style-type: none"> <li>a. Continuous</li> <li>b. Developmental</li> <li>c. Diagnostic</li> <li>d. Family</li> <li>e. Multidisciplinary</li> <li>f. Play-based</li> <li>g. Readiness</li> </ol> <p>(TN Reading 1, 9; TN Writing 2, 8)</p>   |  |  |
| <p><b>10</b></p> | <p>Prepare a narrative to demonstrate understanding of the role of the provider in screening infants and children. Create a checklist of simple activities that a provider can use with children from birth to age eight to screen for achievement of significant developmental milestones. (TN Reading 1; TN Writing 2, 4)</p>   |  |  |
| <p><b>11</b></p> | <p>Compare and contrast the instruments currently available to assess what children know, understand, and are able to do within the physical, social, emotional, and cognitive development domains. Assessment instruments include but are not limited to the:</p> <ol style="list-style-type: none"> <li>a. Ages and Stages Questionnaire</li> <li>b. Battelle Developmental Inventory Screening Test</li> <li>c. Birth to Three Assessment and Intervention System</li> <li>d. Checklist for Autism in Toddlers</li> <li>e. Denver Developmental Screening II</li> <li>f. Devereux Early Childhood Assessment</li> <li>g. <b>Parents Evaluation of Developmental Status (PEDS) test</b></li> <li>h. Temperament and Atypical Behavior Scale</li> </ol> <p>(TN Reading 9; FACS 12)</p> |  | <ul style="list-style-type: none"> <li>• <b>HOSA:</b> Human Growth and Development</li> </ul>  |
| <p><b>12</b></p> | <p>Research the Individuals with Disabilities Education Act (IDEA), Section 504 of the Rehabilitation Act of 1973 and Americans with Disabilities Act (ADA). Summarize the broad categories that IDEA identifies as disabilities and describe general eligibility requirements. Write an analysis of the impact of this legislation on the education of students with special needs. (TN Reading 1, 2; TN Writing 2, 4, 7, 9)</p>   |  | <ul style="list-style-type: none"> <li>• <b>HOSA:</b> Researched Persuasive Speaking</li> <li>• <b>TSA:</b> Future Technology Teacher</li> </ul> |

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| 13  | Investigate the roles of parents, teachers, and administrators at an Admission, Review and Dismissal (ARD) meeting and create a visual representation of the ARD process. Examine examples of authentic individualized education programs (IEPs) designed to address the needs of children with disabilities and analyze how the required adaptations and accommodations vary from standard developmentally appropriate practices. (TN Reading 2, 3, 7; TN Writing 2, 4, 7, 9)   |  |  |
| 14  | Draw evidence from informational texts to define special populations and write a narrative describing the characteristics of special needs children and accommodations recommended for those who have: <ul style="list-style-type: none"> <li>a. Intellectual and developmental disabilities</li> <li>b. Emotional or behavioral disorders</li> <li>c. Communications disorders, deafness, and hearing loss</li> <li>d. Blindness and low vision</li> <li>e. Physical disabilities</li> <li>f. Gifted and talented designation</li> </ul> (TN Reading 1, 4; TN Writing 2, 4, 9; TN Psychology; TN Sociology)   |  |  |
| 15  | Drawing evidence from research, develop a logical argument to support how technology can enhance or inhibit the development and learning processes of children from birth to age eight. Create a graphic illustrating developmentally appropriate technology through the ages and stages. (TN Reading 1; TN Writing 1, 4, 7, 9; TN Psychology; TN Sociology; FACS 4, 12)   |  | <ul style="list-style-type: none"> <li>• <b>HOSA:</b> Researched Persuasive Speaking</li> <li>• <b>TSA:</b> Promotional Graphics</li> </ul>  |
| 16  | Research the Children’s Internet Protection Act (CIPA) from the Federal Communication Commission (FCC) and other informational texts on internet safety for students. Synthesize the research to create acceptable-use policies for students that are appropriate at different developmental milestones. (TN Reading 2; TN Writing 2, 4, 7, 9)   |  |  |
| 17  | Create a checklist or rubric synthesizing concepts learned in ECEC I and ECEC II to use as a classroom observation tool. Perform guided observations at the preschool and elementary levels to identify characteristics of an effective classroom and teacher. Write an essay reflecting on the observation experience and revise written career goals and a personal teaching philosophy (developed in ECEC I). Update the print or electronic portfolio, including writing and visual elements to connect observations from the final project to concepts learned in this course. (TN Writing 2, 4, 5, 6, 7) |  | <ul style="list-style-type: none"> <li>• <b>HOSA:</b> Job Seeking Skills</li> <li>• <b>TSA:</b> Career Preparation</li> </ul>  |
| ALL | <b>CAN BE USED WITH ALL/MOST STANDARDS</b>   | <ul style="list-style-type: none"> <li>• <b>FCCLA:</b> Illustrated Talk, Chapter in Review Display, Chapter in Review Portfolio, National Programs in Action, Focus on Children, Early Childhood Education, Teach and Train, Career Investigation</li> </ul> | <ul style="list-style-type: none"> <li>• <b>SkillsUSA:</b> Career Pathways Showcase, Job Skills Demonstration A, Job Skills Demonstration O, Prepared Speech, Extemporaneous Speaking, Chapter Display,</li> </ul> |