



## CTSO Course Alignments: Early Childhood Education Careers III

Below you will find standards for the Early Childhood Education Careers III 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
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>HOSA:</b> Prepared Speaking, Researched Persuasive Speaking</li> <li>• <b>TSA:</b> Desktop Publishing, Prepared Presentation</li> </ul>
3	Drawing on evidence from informational texts, create a rubric for evaluating the establishment of a positive early childhood environment, including indicators such as visual appearance of the environment, playground equipment safety, child engagement, and provider interaction with children and their parents/guardians. (TN Reading 1; TN Writing 2, 7; FACS 4)		

4	<p>Interview educators to review the results of a site’s most recent evaluation under current state regulations, which rates child care facilities based on:</p> <ol style="list-style-type: none"> <li>Director qualifications (for child care centers)</li> <li>Professional development</li> <li>Developmental learning</li> <li>Parent/family involvement</li> <li>Ratio and group size (for child care centers)</li> <li>Business managements (for family and group child care homes)</li> <li>Staff compensation (for child care centers)</li> <li>Program assessment</li> </ol> <p>(TN Reading 1; TN Writing 2, 9)</p>	<ul style="list-style-type: none"> <li>• <b>FCCLA:</b> Career Investigation, Job Interview, Entrepreneurship</li> </ul>	<ul style="list-style-type: none"> <li>• <b>HOSA:</b> Job Seeking Skills</li> <li>• <b>SkillsUSA:</b> Job Interview, Employment Application Process, Entrepreneurship</li> <li>• <b>TSA:</b> Career Preparation</li> </ul>
5	<p>Research the correlation between physical layout (including the use of learning centers for a variety of activities) and effective care environment management. Compare the use of furniture and space in several environments and analyze their compliance with research-based recommendations for layout and with specified legal requirements, including health and safety guidelines. (TN Reading 1, 8, 9; TN Writing 2, 4, 7, 9; FACS 4)</p>		
6	<p>Interview educators and/or providers and create a checklist for performing classroom procedures and for responding to emergency situations, including but not limited to recognizing possible child welfare issues, following fire drills and other natural disaster protocols, and responding to intruder alerts. (TN Writing 2, 4, 7)</p>		
7	<p>Research common reasons for misbehavior in children aged two to eight and cite evidence to support development of a written behavior policy to share with parents. From this information, create a graphic illustration demonstrating expected positive behaviors and the appropriate rewards/consequences for use with children to guide behavior at each age level. (TN Reading 1, 2, 7; TN Writing 2, 4, 7, 9; FACS 4)</p>		<ul style="list-style-type: none"> <li>• <b>HOSA:</b> Extemporaneous Health Poster</li> <li>• <b>TSA:</b> Desktop Publishing</li> </ul>
8	<p>Citing specific textual evidence from research on the developmental stages of children, plan and implement (as part of the final project) a schedule for each age from birth to age eight that incorporates the appropriate amounts of physical activity and quiet time; individual, small group, and large group experiences; and child-initiated and adult-led activities. (TN Reading 1, 3; FACS 4)</p>		
9	<p>Discuss and illustrate modifications to the physical environment to accommodate students with disabilities. (TN Reading 2, 7)</p>		<ul style="list-style-type: none"> <li>• <b>HOSA:</b> Prepared Speaking</li> <li>• <b>TSA:</b> Prepared Presentation</li> </ul>

<p><b>10</b></p>	<p>Research and synthesize informational texts to determine the characteristics of communicable childhood diseases. Compare and contrast via a table, chart, or graphic annotated with:</p> <ol style="list-style-type: none"> <li>a. name</li> <li>b. Disease Symptoms</li> <li>c. Transmission methods</li> <li>d. Incubation period</li> <li>e. Prevention strategies</li> <li>f. Required immunizations (Tennessee Department of Health Rule 1200-14-1-.29)</li> <li>g. Decision tree or flow chart for admitting sick child</li> </ol> <p>(TN Reading 1, 7; TN Writing 2, 4, 9, FACS 4)</p>		<ul style="list-style-type: none"> <li>• <b>FFA:</b> Veterinary Science</li> <li>• <b>TSA:</b> Essays on Technology</li> </ul>
<p><b>11</b></p>	<p>Identify, practice, and demonstrate appropriate procedures for meeting developmentally appropriate physical needs of children, including but not limited to:</p> <ol style="list-style-type: none"> <li>a. Hygiene</li> <li>b. Rest</li> <li>c. Safety</li> <li>d. Hydration and nutrition</li> <li>e. Appropriate dress</li> <li>f. First-aid and CPR</li> </ol> <p>(TN Reading 2, 3; TN Psychology)</p>		<ul style="list-style-type: none"> <li>• <b>HOSA:</b> CPR/First Aid, nutrition</li> <li>• <b>SkillsUSA:</b> First Aid/CPR</li> </ul>
<p><b>12</b></p>	<p>Analyze case studies of provider reactions to children in specific challenging situations. Write a narrative describing the consequences of these behaviors and comparing them to the personal code of ethics developed in ECEC I. (TN Reading 2, 8, 9; TN Writing 2, 9)</p>		
<p><b>13</b></p>	<p>Drawing evidence from academic research, create a rubric for evaluating and selecting developmentally appropriate books, materials, toys, and technology resources by age. Examples of criteria to be analyzed include but are not limited to:</p> <ol style="list-style-type: none"> <li>a. Age and developmental level</li> <li>b. Safety</li> <li>c. Visual and tactile appeal</li> <li>d. Promotion of learning through play, exploration, or interaction</li> <li>e. Adaptability for differently-abled children</li> <li>f. Durability</li> <li>g. Non-stereotyped representation of groups from different cultures or ethnic backgrounds</li> </ol> <p>(TN Reading 1; TN Writing 4, 9; Psychology; Sociology; FACS 4, 12)</p>		

<p><b>14</b></p>	<p>Conduct a short research project on lesson planning for multiple developmental levels. Demonstrate knowledge of the relationship between subject areas (such as music, language, etc.) to stimulate growth in specific developmental domains. Describe the typical components of lesson planning documents and create a template that incorporates components such as:</p> <ol style="list-style-type: none"> <li>a. Learner developmental level/age</li> <li>b. Developmental domains addressed</li> <li>c. Subject area</li> <li>d. Materials and equipment needed</li> <li>e. Learner grouping (one-on-one, small group, large group)</li> <li>f. Instructional activities</li> <li>g. Schedule (daily, weekly, monthly)</li> <li>h. Accommodations for special needs students</li> <li>i. Closure/reflection</li> <li>j. Assessment</li> </ol> <p>(TN Reading 2, 5; TN Writing 4, 7, 9; FACS 4)</p>		<ul style="list-style-type: none"> <li>• <b>TSA:</b> Future Technology Teacher</li> </ul>
<p><b>15</b></p>	<p>Create and perform activities to screen for achievement of significant developmental milestones with children from birth to age eight, using the checklist of simple activities created in ECEC II. Write recommendations for working with parents when a developmental delay is suspected. (TN Writing 1, 4; FACS 4, 12)</p>		
<p><b>16</b></p>	<p>Using instructional materials and academic research, analyze individual and group teaching strategies. Create a graphic illustration citing appropriate evidence to support those strategies that most effectively promote learning. (TN Reading 1, 2; TN Writing 8, 9)</p>		<p><b>TSA:</b> Future Technology Teacher, Promotional Graphics</p>
<p><b>17</b></p>	<p>Identify best practices for encouraging parental involvement and write clear and coherent instructions for informing parents about the educational philosophy of the center, goals for the child’s development, instructional approach, and desire for ongoing communication about the parent-provider education partnership. (TN Reading 1, 2; TN Writing 4)</p>		
<p><b>18</b></p>	<p>Demonstrate effective communication and interaction with children, including but not limited to:</p> <ol style="list-style-type: none"> <li>a. Active listening</li> <li>b. Open-ended questioning</li> <li>c. One-on-one conversations</li> <li>d. Group discussions (e.g., circle time)</li> <li>e. Modeling appropriate grammar and vocabulary for the context</li> <li>f. Acknowledging and addressing emotions</li> </ol> <p>(TN Reading 2; TN Writing 4; FACS 13)</p>	<p><b>FCCLA:</b> Interpersonal Communications</p>	<ul style="list-style-type: none"> <li>• <b>TSA:</b> Future Technology Teacher</li> </ul>

<p><b>19</b></p>	<p>Apply knowledge from this course and document the final project in the course portfolio. Demonstration of knowledge includes but is not limited to:</p> <ul style="list-style-type: none"> <li>a. Performing simple activities to check developmental milestone attainment</li> <li>b. Maintaining children’s records</li> <li>c. Using a lesson plan template to create daily activities (created in this course) and implement them with small groups, using developmentally-appropriate teaching strategies</li> <li>d. Arranging learning centers that provide for children's exploration, discovery, and development</li> <li>e. Selecting and using multiple resources and teaching methods</li> <li>f. Creating a classroom floor plan designed to provide equitable access and maximize learning for all students</li> <li>g. Evaluating student levels to adapt lessons for differentiated instruction, as needed</li> <li>h. Establishing of a positive classroom climate</li> <li>i. Creating opportunities for positive communication with families</li> </ul>		<ul style="list-style-type: none"> <li>• <b>TSA:</b> Future Technology Teacher</li> </ul>
<p><b>ALL</b></p>	<p><b>CAN BE USED WITH ALL/MOST STANDARDS</b></p>	<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>