Curriculum Supports to Incorporate the Gateways ECE Credential Level 1 into a State Approved Program

The developed curriculum supports are intended to assist the Family and Consumer Sciences teacher delivering the opportunity for students to earn the Gateways ECE Credential Level 1 in a State approved Child Care Provider/Assistant, Child Care and Support Services Management, or Early Childhood Education and Teaching program to high school students.

The content necessary to be attained by students is likely to be introduced in the common Foundational-Level 1 Child Development and Parenting course required in each of the approved programs noted above. The heart of the curriculum will be delivered in the Skill-Level 2 course in each of the programs. These are Care and Learning Services Occupations, Care and Learning Services Management, and Early Childhood Education respectively. Guidance on program development and minimum course content to be delivered is available on the Family and Consumer Sciences website of the Illinois State Board of Education.

The curriculum supports contain alignment of Gateways ECE Credential Level 1 module objectives to a Curriculum Revitalization (CR) lesson. Lesson objectives and State and National standards identified in the lesson are listed along with a notes section. The notes section provides additional insight for the user and key elements of the lesson that deeply connect to the Module objective and ample room for user comments. A user's key to acronyms within the document is included on the final page. All Illinois Family and Consumer Sciences teachers may register to gain free access to the suggested lessons at www.ilcte.org.

Incorporation of the Gateways to Opportunity ECE Credential Level 1 into a program adds value for students and additional quality elements to the program, by providing students with a recognized workplace credential in the field of early care and education. Teachers wishing to provide students with the opportunity to earn the ECE Level 1 Credential must attend an approved training session offer by the Illinois Network of Child Care Resource and Referral Agencies (INCCRRA).

This suggested curriculum supports document represents the collaborative work of professionals from

Gateways to Opportunity, the Curriculum Revitalization Project, and the Illinois State Board of Education.

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Module 1 – Overview of Child Development

Description: Students receive an overview in child development for children birth through early school-age. Emphasis will be on understanding basic milestones in development as well as on strategies used to promote the healthy development of children.

ECE 1 Module Objectives	CR Lesson Number and Title	CR Lesson Objectives	State & National Standards	Notes
1. Name milestones for each area of development (physical, cognitive, social and emotional, and language) that would be typical at different ages. (A2.1)	**HGD H3-1 Developmental Milestones**	1. Identify cognitive developmental milestones. 2. Describe physical developmental milestones. 3. Explain social-emotional developmental milestones. 4. Evaluate communication developmental milestones.	CC.11-12.RST.4.10	Developmental milestones for infant–school age children–adults
2. Name milestones for each area of development (physical, cognitive, social and emotional, and language) that would be typical at different ages. (A2.1)	**HST P1-1 Life Stages**	1. Identify life stages and the physical, mental, social, and emotional changes that occur during each stage. 2. Describe the five stages of grieving.	CC.11-12.RI.4.10 Phys-23:C:I.1 NETS 3.b	Developmental milestones for infant–school age children–adults

3. Describe why it is important to recognize when children are demonstrating behavior that is not typical for their chronological age. (A2.7)	**HGD A6-2 Special Needs Activities**	1. Define and explain modification. 2. Explain when a modification is needed. 3. Create an activity for an identified special need.	CC.11-12.SL.1.1 NETs 1.a, 4.b	Need for modification due to learning styles and skill level
4. Describe why it is important to recognize when children are demonstrating behavior that is not typical for their chronological age. (A2.7)	**HGD B3-1 Differentiate Between Acceptable and Unacceptable Behavior**	1. Identify ways to differentiate between acceptable and unacceptable behaviors. 2. Describe common methods of behavior management.	CC.11-12.RI.4.10 SS–18:B:1.4 NETs 2.b, 4.b, 4.d	Differentiate between acceptable and unacceptable behavior and how to deal with behavior management
5. List developmental benefits for children from a specific example of a play situation. (A1.1)	**HGD H5-1 Curriculum Theories**	1. Explain the maturation theory of learning. 2. Explain the environmentalist theory of learning. 3. Explain the constructivist theory of learning.	CC.11-12.W.3.7	Child development curriculum theories–including play situations in educational theories such as Maturation, Environmentalist, and Constructivist

6. List developmental benefits for children from a specific example of a play situation. (A1.1)	**HGD H5-2 Advantages and Disadvantages of Curriculum Theories**	1. Explain the advantages and disadvantages of maturation theory. 2. Explain the advantages and disadvantages of environmentalist theory. 3. Explain the advantages and disadvantages of constructivist theory.	CC.11-12.RST.1.2	Evaluating the benefits of curriculum theories–including play situations such as Maturation, Environmentalist, and Constructivist
7. List important functions of play in a child's life. (D1.1)	**HGD A2-2 Developmentally Appropriate Lessons and Activity Plans**	1. Summarize the focus of developmentally appropriate practice. (DAP) 2. Incorporate skill training into DAP lessons and activity plans 3. Work with challenging behaviors in DAP settings.	CC.11-12.W.1.2	Evaluating the benefits of curriculum theories–including play situations such as Maturation, Environmentalist, and Constructivist

8. List important functions of play in a child's life. (D1.1)	HGD C3-2 Free Play and Leisure Time Activity	1. Explain the importance of free play and leisure time. 2. Explain how free play and leisure time activities support development. 3. Explain tips for facilitating free play and leisure time activities in a learning environment.	CC.11-12.RI.4.10	Developmental support, importance of play and how to facilitate free play

Module 2a – Health Issues for Children in Group Care

Module 2a: Health Issues for Children in Group Care
Description: Ensuring a child's health and well-being requires more than basic first aid and emergency contacts. Students will learn how to help the growth of healthy children—from the basics like hand washing to a more in-depth look at various practices surrounding health care.

ECE 2a Module Objectives	CR Lesson Number and Title	CR Lesson Objectives	State & National Standards	Notes
1. Show the steps in proper hand-washing procedure.	**HST:S2-1 Hand Washing**	1. Explain the importance of hand washing. 2. Demonstrate appropriate hand washing techniques.	CC.11-12-RI.4.10 HS.LS.2.3 Phys-23:B:I.1 NETs 5.a, 5.b, 5.c	VM-B and LS-B
2. Show the steps in proper diapering procedure.				
3. Show the procedures for proper cleaning of equipment, toys, and surfaces.				
4. Identify ways to include health principles within the childcare environment and daily routine.	**HST: U1-7 Stress Factors Affecting Health and Wellness Principles of Health Promotion and Illness Prevention**	1. Identify principles of health promotion and disease prevention. 2. Describe the effectiveness of health promotion and disease prevention strategies.	CC.11-12-RI.4.10 HS.LS.1.3 NETs 3.b	

5. Describe how good health supports cognitive, social and emotional, motor and language development of children.	**HGD:H2-2 How Environment Can Affect Genetic Traits**	1. Differentiate between genotype and phenotype. 2. Identify prenatal influences on fetal development. 3. Identify environmental influences on human development.	CC.S.ID.1 CC.11-12.RST.4.10 HS.LS.3.3 NETs 3.b, 3.c	VM-C LS-A
6. Describe how good health supports cognitive, social and emotional, motor and language development of children.	**HGD:H3-1 Developmental Milestones**	1. Identify cognitive developmental milestones. 2. Describe physical developmental milestones. 3. Explain social-emotional developmental milestones. 4. Evaluate communication developmental milestones.	CC.RST.4.10 HS-LS	
7. Describe approaches to teaching children about health, cleanliness and fitness as part of daily routines.	**HGD:H7-4 How We Learn as We Age**	1. Compare and contrast learning and memory. 2. Describe how aging affects the ability to learn. 3. Identify different learning theories.	CC.11-12.RI.1.3 HS-LS.1.2 NETs 3.a, 3.b, 3.c	Identifies differences in learning, memory, and encoding (visual, acoustic, semantic, tactile). See VM-D for Experiential Learning Process and questions to ask during each step in the teaching process. LS–A

8. Describe approaches to teaching children about health, cleanliness and fitness as part of daily routines.	HGD:H5-1 Curriculum Theories	1. Explain the maturation theory of learning. 2. Explain the environmentalist theory of learning. 3. Explain the constructivist theory of learning.	CC.11-12.W.7	Compare maturation, environmentalist, and constructivist learning theories.
9. Identify typical signs of communicable diseases.				
10. List steps to follow in caring for children who are mildly ill.				
11. Describe how conflict, stress and trauma affect children's health and emotional wellbeing.	HST:U1-3 Stress Factors Affecting Health and Wellness	1. Examine stress factors affecting health and wellness.	CC.11-12.RI.4.10 HS.LS.1.3 NETs 3.b	Many stress factors relate to children. Some topics are only for older children and adults
12. Identify a cultural practice surrounding health and health care.				
13. Identify typical signs of communicable diseases.				

14. Recall regulations for excluding children who are ill.	**HST:S3-1 Standard Isolation Precautions**	1. Identify two types of isolation precautions. 2. Describe the importance of standard precautions. 3. Identify the major standard precautions for successful nosocomial infection control.	CC.11-12.RI.4.10 HS.LS.2.3 Phys-22:A:I.1 NETs 5.a, 5.b, 5.c	Identifies isolation rules by the Centers for Disease Control and Prevention and precautions such as hand washing and wearing gloves. Most information can be used for preschool. Some information is for older children and adults.
15. Recall regulations for excluding children who are ill.	**HST:S3-2 Transmission-Based Precautions**	1. Identify two types of isolation precautions. 2. Describe the importance of transmission-based precautions. 3. Differentiate the three types of transmission-based precautions. 4. Identify the psychosocial issues a patient may experience if placed in an isolated or special precautions room.	CC.11-12.RI.4.10 HS.LS.2.3 Phys-22:A:I.1 NETs 5.a, 5.b, 5.c	Includes precautions for illnesses including Mycobacterium tuberculosis, Rubeola (measles), Varicella (chickenpox) and many others.
16. Recall state childcare licensing standards that relate to health.	**HGD:D1-2 Inform Children and Clients of Safety Policies and Consequences**	1. Identify safety policies. 2. Explain the consequences of noncompliance.	CC. 11-12.RI.4.10 SS-18:B:I.4 NET 2.b	

17. Identify responsibilities of childcare personnel in dispensing medications to individual children.	**HGD:D1-2 Inform Children and Clients of Safety Policies and Consequences**	1. Identify safety policies. 2. Explain the consequences of noncompliance.	CC. 11-12.RI.4.10 SS-18:B:I.4 NET 2.b	
18. Use a file of local resources for teaching children about health, cleanliness and fitness.				
19. Identify reasons for requiring immunizations for young children.				

Module 2b: Nutritional Issues for Group Care
Competency Areas:
(B) Health, Safety and Well-Being

Description: Whether you are responsible for providing a quick snack or a well-balanced meal, understanding children's dietary needs creates healthier and happier kids. Learn the basics of good nutrition, food safety, and various practices surrounding nutrition through this class that offers hands-on activities and practical discussions that will make science and good nutrition easy to understand.

ECE 1 Module Objectives	CR Lesson Number and Title.	CR Lesson Objectives	State & National Standards	Notes
1. Identify types of foods that may pose special risks for young children. (B3.3)	**CA: B2-4 Healthy Eating Guidelines and Food Preparation Techniques**	1. Describe healthy eating guidelines. 2. Demonstrate healthy food preparation techniques. 3. List special dietary needs.	CC. 11-12.L.-.6	Objective 3 gives information on food allergies.
2. Identify food preparation steps that ensure food safety. (B3.3)	**FCS: A4-1 Food Sanitation Basics**	1. Describe the importance of sanitation. 2. Identify sources of contamination. 3. Differentiate between cleaning and sanitizing.	SCI-12:A:I.1 NET 4.a, 5.a, 5.c FCS Standards 8.2.4, 8.2.5	
2. Identify food preparation steps that ensure food safety. (B3.3)	**FCS: A4-3 Food Processing Equipment Sanitation Standards**	1. Describe the importance of the cleanliness of food processing equipment. 2. Identify factors that affect the cleanliness of food processing equipment.	Phys-22:A:I.1 NET 4.a,4.c FCS Standards 8.3.1, 8.3.2, 8.3.3	Equipment, not food.
2. Identify food preparation steps that	**FCS: A4-5 Safe Food handling**	1. Describe methods of safely handling and preparing foods	CC. 11-12.RST.-.3	LS—Home Food Preparation

		in the home.	Phys-22:A:I.1	Sheet
ensure food safety.(B3.3)	**and Preparation at Home**	2. Describe the importance of cooking meats to the proper temperatures.	NET 5.a,5.b,5.c FCS Standards 8.5.1, 8.5.2	VM's are useful.
		3 Observe a meal being prepared in the home and identify potential safety.		
3. Identify a cultural practice surrounding nutrition. (B1.2)				
4. Describe how good nutrition supports cognitive, social and emotional, motor and language development of children. (A1.5)	**HGD: E1-1 The Role of Nutrition in Human Growth and Development**	1. Explain the importance of good nutrition to young children. 2. Assess the effects of poor nutrition on young children. 3. Explain the importance of good nutrition to older adults.	CC.11-12.RST.4.10 Phys-23:C:I.10	Objective 1 and 2 teaching strategies apply.
5. Identify steps for teaching nutrition as a part of the ongoing curriculum. (B3.4)	**CA: B2-1 Basic Nutrition Concepts Nutrients, Nutritional Value and Balanced Diets.**	1. Define the role of nutrients in a healthy diet. 2. Explain the basic nutritional value of foods. 3. Describe the elements of a balanced diet.	CC.11-12.RST.-.1 NET 3.a,3.b	Interest approach is useful. LS with teacher information sheet is useful.

6. Identify steps for teaching nutrition as a part of the ongoing curriculum. (B3.4)	**CA: B2-2 Basic Nutrition Concepts Macro, Micro, Water**	1. Explain the role of macronutrients and micronutrients in a healthy diet. 2. Explain the nutritional benefits and food sources of vitamins and minerals. 3. Explain the importance of water in a healthy diet. 4. Explain the properties and sources of fats, proteins, and carbohydrates.	CC. 11-12.W.-.9 Science 9-12 HS.LS.1.7 NET 3.a,3.b	Interest approach is useful. LS with teacher information sheet is useful VM's are useful.
7. Select sample menus that demonstrate balanced nutrition for children of different ages and from different cultures. (B3-1)				
8. Recall state child care licensing standards that relate to nutrition. (B1-6)				
9. Describe how nutrition contributes to physical and emotional health and development. (B3-1)				

10. Identify procedures that reflect proper procedures for food storage and handling and for dish washing. (B3.2)	**CA: C3-1 Food Storage Techniques**	1. Inspect incoming food using proper receiving procedures. 2. Follow proper procedures for storing food supplies.	CC. 11-12.RST.-.3	Interest approach is useful. LS-B Food Storage Assessment Form. This is geared to a culinary kitchen, but could easily be tweaked for a home kitchen.
11. Identify procedures that reflect proper procedures for food storage and handling and for dish washing. (B3.2)	**FCS: A4-4 Safe Food Storage At Home**	1. Describe methods of safely storing foods in the home. 2. Identify potential food storage problems in homes.	Phys-22:A:I.1 NET 4.a,5.a FCS Standards 8.2.1, 8.2.2, 8.2.3,8.2.4	VM are useful.
12. Describe the importance of attending to the special nutritional needs of individual children. (B3.2)	**HGD: E1-1 The Role of Nutrition in Human Growth and Development**	1. Explain the importance of good nutrition to young children. 2. Assess the effects of poor nutrition on young children. 3. Explain the importance of good nutrition to older adults.	CC. 11-12.RST.4.10 Phys-23:C:I.10 NET 2.b,3.b	Interest approach is useful.
12. Describe why consultation with parents and health professionals is important in attending to the needs of individual children. (B3.5)				

13. Name appropriate activities for cooking with children. (B3.4)	**HGD: E1-2 Plan Age-Appropriate, Economical, and Nutritious Snacks and Meals**	1. Identify age-appropriate snacks and meals for a preschool-aged child and an older adult. 2. Plan nutritious snacks and meals for a preschool-aged child and an older adult. 3. Plan economical snacks and meals for a preschool-aged child and an older adult.	CC.11-12.RST.4.10 Phys-23:C:J.4 NET 4.b	This lesson gives information on things to consider when preparing a nutritious snack. No activities per se are listed.
14. Name appropriate activities for cooking with children. (B3.4)	**HGD: E2-2 Self Help Skill Development: Meals and Snacks**	1. Explain important concepts related to self-help. 2. Explain self-help skills associated with meals and snacks.	CC. 11-12.RI.4.10	No activities are listed,
15. Name reasons why it is important to include foods from diverse cultures. (B3.4)	**FCS: A7-1 Food Preference Patterns Cultural and National**	1. Identify food preference patterns and how they may differ between cultures. 2. Explain how income and culture impact food preference patterns. 3. Identify trends in food preference patterns. 4. Rank selected countries on per capita spending on food.	CC. 11-12.RST.-.2 SS-15:A:I.1 NET 1.d,2.b,2.d FCS Standards 9.3.1, 9.3.2, 9.3.3	Interest approach is useful. VM's are useful.

16. Identify local resources that can be used to help teach young children about nutrition. (B3.4)			

Module 2c: Safety issues for Group Care
Competency Areas:
(B) Health, Safety and Well-Being

Description: A child's safety is the number one concern for parents and child care providers alike. Students will identify tips for creating a safer group care environment, confront the issue of abuse and neglect, and learn more about emergency preparedness and first aid.

ECE 1 Module Objectives	CR Lesson Number and Title	CR Lesson Objectives	State & National Standards	Notes
1. Name warning signs of abuse and neglect. (B1.4)				
2. Name features of safe and unsafe materials and objects. (B2.1)	**HGD: D1-1 Document Potential Safety Hazards in the Learning and Activity Environments**	1. Explain the importance of regular safety audits. 2. Identify potential safety hazards in the classroom. 3. Identify potential safety hazards on the playground.	CC.11-12.W.-.2 Phys-24:A:I.5 NET 3.d	LS Conduct a Safety Audit
3. Name signs of possible emotional distress, child abuse, and neglect. (B1.4)				

4. Name responsibilities of child care providers with respect to mandated reporting, including proper procedure for reporting. (B2.2)	HGD:F3-2 Explain the Issues and the Consequences of Breeching Confidentiality	1. Explain the importance of confidentiality regulations. 2. Describe the legal issues related to breeches of confidentiality.		
5. Name substances that are potentially poisonous. (B2.4)	HGD: D1-1 Document Potential Safety Hazards in the Learning and Activity Environments.	1. Explain the importance of regular safety audits. 2. Identify potential safety hazards in the classroom. 3. Identify potential safety hazards on the playground.	CC.11-12.W.-.2 Phys-24:A:I.5 NET 3.d	Poisons are addressed briefly in this lesson in Objective 2.
6. Describe how safety supports cognitive, social and emotional, motor and language development of children. (A1.5)				
7. Describe characteristics of indoor and outdoor environments that are physically healthy and safe for children and adults. (B2.1)	HGD: D1-1 Document Potential Safety Hazards in the Learning and Activity Environments	1. Explain the importance of regular safety audits. 2. Identify potential safety hazards in the classroom. 3. Identify potential safety hazards on the playground.	CC.11-12.W.-.2 Phys-24:A:I.5 NET 3.d	This lesson mentions unsafe environments rather than characteristics of a safe environment.

8. Identify potential safety hazards within the child care setting, including those related to poisons, fire, weather, outdoor play area. (B2.4)	**HGD: D1-1 Document Potential Safety Hazards in the Learning and Activity Environments**	1. Explain the importance of regular safety audits. 2. Identify potential safety hazards in the classroom. 3.Identify potential safety hazards on the playground.	CC.11-12.W.-.2 Phys-24:A:I.5 NET 3.d	LS-A Conduct a Safety Audit
9. Identify important features of an emergency plan, including responsibilities to parents. (B2.4)				
10. Identify the contents of a sample First Aid kit for indoor or outdoor use. (B2.4)	**MA: A2-1 Resources to Complete Basic First-Aid Certification**	1. Describe preparations and precautions associated with first aid. 2. List the required supplies for first-aid kits. 3. Explain basic life-saving techniques.	CC. 11-12.RI.4.10 NET 4.a, 4.b, 4.d	Objective B gives a list of supplies in a First Aid kit. LS-A The contents of a First-Aid Kit—identifying first-aid kit supplies.
11. Locate a list of emergency telephone numbers for the local community. (B2.4)				
12. Recall state child care licensing standards that relate to safety. (B1.6)	**HGD: D1-2 Inform Children and Clients of Safety Policies and Consequences**	1. Identify safety policies. 2. Explain the consequences of noncompliance.		

13. Identify procedures for teaching children about safety as part of daily routines. (B2.5)				
14. Identify local resources that can be used to support a safe, healthy environment for children, including those for CPR/First Aid training. (B2.4)	**HGD: F4-2 Identify Available Resources to Share With Individuals and Families**	1. Explain how to locate available resources. 2. Identify resources available to individuals and families.		
15. Identify resources in the local community to assist in teaching children about safety. (B2.5)				

Module 3: Observation and Guidance
Competency Areas:
    (A) Human Growth and Development, (C) Observation and Assessment, and (E) Interactions, Relationships and Environments

Description: To know how to best help children in your care, it is important to observe them and identify their specific needs. This session will define the different kinds of observation you can use when caring for children and how to offer more effective guidance and discipline.

ECE 1 Module Objectives	CR Lesson Number	CR Lesson Objectives	State & National Standards	Notes
1. Describe reasons for observing children. (C1.1)	**HGD: C4-1 Observation of Individual Interests**	1. Explain reasons for and benefits of observing children in an educational setting. 2. Explain methods of observation. 3. Describe examples of how observation of interests can lead to adapting the learning environment to give students more ownership and control.	CC. 11-12.RI.4.10	VM is useful.
2. Name things to look for in observation. (C1.1)	**HGD: C4-1 Observation of Individual Interests**	1. Explain reasons for and benefits of observing children in an educational setting. 2. Explain methods of observation.	CC. 11-12.RI.4.10	Good VM's.

		3. Describe examples of how observation of interests can lead to adapting the learning environment to give students more ownership and control.		
3. Describe the term," child screening". (C1-3)				
4. Identify reasons for observing and assessing children within natural program routines. (C2.3)	**HGD: C4-1 Observation of Individual Interests**	1. Explain reasons for and benefits of observing children in an educational setting. 2. Explain methods of observation. 3. Describe examples of how observation of interests can lead to adapting the learning environment to give students more ownership and control.	CC.11-12.RI.4.10	
5. Identify reasons why child screening may be stressful for families. (C3.1)				
6. Name ways that families are involved in the screening process. (C3.2)				

7. Identify reasons for maintaining confidentiality. (C4.1)	**HGD: F3-1 Define Professionalism as it Relates to Confidentiality.**	1. Identify the legal requirements related to confidentiality and personal records. 2. Explain how to maintain confidential records and information. 3. Describe the application of confidentiality requirements to childcare facilities.	CC.11-12.RI.4.10 Phys-23:C:I.9 NET 5.a	LS-B Privacy Laws in Schools LS-C Legal requirements of maintaining confidentiality in school settings.
8. Identify procedures that programs use to maintain confidentiality. (C4-1)	**HGD: F3-1 Define Professionalism as it Relates to Confidentiality**	1. Identify the legal requirements related to confidentiality and personal records. 2. Explain how to maintain confidential records and information. 3. Describe the application of confidentiality requirements to childcare facilities.	Math 9-12.MP.2.0 CC. 11-12.W.-.4	VM-C Confidentiality in a School setting—scenarios are useful.
9. Identify procedures that programs use to maintain confidentiality. (C4-1)	**HGD: F3-2 Explain the Issues of and the Consequences of Breeching Confidentiality Regulations**	1. Explain the importance of confidentiality regulations. 2. Describe the legal issues related to breeches of confidentiality.	CC. 11-12.RI.4.10 Phys-23:C:I.9 NET 5.a, 5.d	VM's are useful. LS-A When Should Confidentiality be Breeched?

10. Identify the purpose of different approaches to assessment and observation. (C2.2)	**HGD: C4-2 Interest Inventories and Assessments**	1. Explain the concept of a differentiated classroom. 2. Explain guidelines for using interest inventories and assessments. 3. Describe examples of interest assessments and inventories.	CC. 11-12.W.-.7	VM on different types of assessments useful.
11. Identify community agencies and organizations that conduct child screenings. (C1.3)	**HGD: B4-1 Research Community Resources**	1. Identify common community resources. 2. Describe methods of researching community resources.	CC.11-12.W.-.7 CC-5:A:H.3 NET 3.a, 3.d	LS-A Researching Community Resources. This is geared to finding resources on safety, but could be tweaked to finding resources on child screenings.
12. Identify one method of observation. (C1.1)	**HGD: C4-1 Observation of Individual Interests.**	1. Explain reasons for and benefits of observing children in an educational setting. 2. Explain methods of observation. 3. Describe examples of how observation of interests can lead to adapting the learning environment to give students more ownership and control.	CC. 11-12.RI.4.10	VM's identify methods of observation. LS-Documenting Observations

GUIDANCE AND DISCIPLINE				
1. Name techniques for responding to children's need for guidance, rather than labeling the child. (E1.4)	**HGD: C6-1 Familiarize Students/Clients with positive Social-Emotional Behaviors**	1. Describe positive social-emotional behaviors. 2. Explain how caregivers can encourage positive social-emotional behaviors in children and older adults.	CC. 11-12.RI.4.10 Phys-24:A:I.11 NET 2.b	VM's are useful. LS-A Recognizing the encouragement of positive social-emotional behaviors
2. Name techniques for responding to children's need for guidance, rather than labeling the child. (E1.4)	**HGD: D6-2 describe Ways to Positively Guide Child and Client Behavior**	1. Identify positive verbal guidance. 2. Describe positive physical aspects of guidance. 3. Compare and contrast positive and negative guidance.	CC.11-12.RI.4.10 CC.4:B:I/2, ELA-4:B:I/3 NET 4.a, 4.b FCS Standards 4.5.1, 4.5.2, 4.5.3,4.5.4, 4.5.5	
3. Name techniques to help children express their emotions in positive ways. (E1.5)	**HGD: C6-2 Positive Social-Emotional Behaviors**	1. Explain different theories related to social-emotional behaviors. 2. Explain guidelines for developing positive social behaviors at different ages.	CC.11-12.RI.4.10	VM-J useful.
4. Name techniques to help children resolve conflicts in positive ways. (E1.5)	**HGD: C6-2 Positive Social-Emotional Behaviors**	1. Explain different theories related to social-emotional behaviors.	CC.11-12.RI.4.10	

		2. Explain guidelines for developing positive social behaviors at different ages.		
5. Describe the importance of recognizing when children are demonstrating behavior that is not typical for their chronological age. (A2.7)	**HGD: H3-2 Typical and Atypical Behaviors in Children**	1. Define atypical behavior in terms of developmental milestones 2. Analyze observable developmental delays of preschool children. 3.Summarize the family and environmental factors that may affect a child's	CC.11-12.RST.-.2	All parts of this lesson are very applicable.
6. Describe how to use developmental charts for recognizing atypical behavior. (A2.7)	**HGD: H3-2 Typical and A Typical Behaviors in Children.**	1. Define atypical behavior in terms of developmental milestones. 2. Analyze observable developmental delays of preschool children. 3. Summarize the family and environmental factors that may affect a child.	CC. 11-12.RST.-.2	.
7. Describe how temperaments may influence behavior. (A2.5)				

8. Identify characteristics of a daily schedule that supports positive social interactions and behavior. (E1.3)	HGD: A3-1 Understand the Importance of a Daily routine and Program.	1. Explain the importance of a daily routine and program schedule. 2. Describe the basic components of a preschool schedule.	CC. 11-12.RI.4.10 NET 2.a, 2.b FCS Standards 4.3.1, 4.3.2, 4.3.3	This lesson states the components of a daily routine, but does not specifically show how it supports positive social interactions and behavior.
	HGD: A3-3 Daily routines and Program Schedules	1. Implement center daily routines. 2. Implement basic skills routines.	CC.11-12.RI.4.10 NET 2.a, 2.b FCS Standards 4.3.1, 4.3.2, 4.3.3	Interest Approach is applicable. VM's have websites for materials to include in the daily routine.

Module: 4 Learning Happens in Relationships
Competency Areas:
Human Growth and Development
(D) Curriculum or Program Design
(E)Interactions, Relationships, and Environments

Description: Children are constantly responding to family members, teachers, and social relationships that help to shape their understanding of the world around them. This class explores how relationships between families, children, and teachers can help learning, and how crafting the environment around them can help children learn.

ECE 1 Module Objectives	CR Lesson Number and Title	CR Lesson Objectives	State & National Standards	Notes
1. Identify ways to help children develop a positive sense of self (A1.2)	**FCS: B1-1 Self-Understanding and Assessment**	1. Discuss the importance of self-concept and its ingredients. 2. Discuss the factors that affect the development of self-concept. 3. Identify how to develop a positive self-concept. 4. Describe the characteristics of people with a high self-concept. 5. Explain how leaders can raise the self-concept of others	ELA-3:C:I/1, ELA-3:C:I/2, ELA-3:C:I/3,ELA-3:C:I/4, ELA-3:C:I/5, ELA-3:C:I/6,ELA-3:C:I/7, ELA-3:C:I/8, ELA-3:C:I/9 NET 2.a, 2.b, 2.c, 5.d FCS Standards 13.2.1, 13.2.2,13.2.3	

2. Describe ways that warm, predictable adult-child relationships contribute to children's development. (E1.2)				
3. Provide examples of adult behaviors that indicate sensitive, responsive adult-child interaction. (E1.2)	**HGD: D4-2 Nurturing Skills**	1. Describe social and emotional nurturing skills. 2. Identify physical and cognitive nurturing skills. 3. Evaluate nurturing skills that foster ethical and cultural understanding.	CC. 11-12.RI.4.10	LS Communicating with children: "I" and "You" statements. LS Symbols of Nurturing
	HGD:D4-1 Identify Characteristics of a Nurturing Environment	1. Describe the importance of a nurturing environment. 2. Identify characteristics of a nurturing environment for young children and older adults.	CC. 11-12.RI.4.10 Phys-23:C:I.11 NET 2.b, 4.b	Interest Approach may be helpful.
4. Identify guidelines for children's interactions that would support a positive emotional environment. (E1.3)				

5. Identify contact information for sources (web-sites, books, people, and community sites) of developmentally appropriate learning activities. (E3.2)	**HGD: B4-1 Research Community Resources**	1. Identify common community resources. 2. Describe methods of researching community resources.	CC.11-12.W.-.7 CC.5:A:H.3 NET 3.a, 3.d	
6. Identify areas of development being supported in a particular activity. (A1.1)	**HGD: A1-2 Plan Developmentally-Appropriate Activities**	1. Identify developmentally appropriate activities for young children and older adults. 2. Explain how to plan developmentally appropriate activities.	CC. 11-12.RI.4.10 Phys-23:C:I.5 NET 4.b, 4.d	Interest approach and Objective 1 may be applicable.
7. Identify specific elements of a weekly activity plan that address the needs of individual children. (D3.5)	**HGD: B1-21 Create Transition Activities**	1. Describe and explain times of transition. 2. Explain how a well-planned transition activity assists in creating a successful learning environment. 3. Describe and give examples of the different types of transition activities used in early childhood classrooms and adult care centers.		

8. Name benefits that children gain from productive engagement. (E4.2)				
9. Select examples of modifications to materials or activity plans that could be used to support active participation by children with special needs. (E4.2)	**HGD: A6-2 Special Needs Activities**	1. Define and explain modification. 2. Explain when a modification is needed. 3. Create an activity for an identified special need	CC.11-12.SL.-.1 NET 1.a, 4.b	LS Special Needs Activity Project (Assess a need and plan a practical method to improve that particular area)
	HGD: A6-3 Special Needs Activity Modification	1. Describe and develop a modified activity for special needs children. 2. Explain how to incorporate a special needs activity into a regular classroom.		
10. Describe how a particular activity reflects and promotes children's choices and interests. (D1.4)				

11. Identify how elements of a weekly activity plan differ for children of different ages. (D3.1)	**HGD:A2-2 Developmentally Appropriate Lessons and Activity Plans**	1. Summarize the focus of developmentally appropriate practice (DAP). 2. Incorporate skill training into DAP lessons and activity plans. 3. Work with challenging behaviors in DAP settings.	CC. 11-12.W.-.2	
12. Identify strengths and weaknesses of a particular activity plan. (D3.5)				
13. Name interest areas shown in a room arrangement plan. (E2.2)	**HGD: C1-2 Design Child- and/or Client-centered spaces**	1. Describe the benefits of a child- or client-centered space. 2. Identify elements of a child-centered classroom. 3. Identify elements of a client-centered adult-care center.	CC. 11-12.RI.4.10 Phys-23:C:I.11 NET 1.a, 4.d	LS Child-centered Display VM's for Objective 2 may be useful.
14. Identify strengths and potential drawbacks of a given room arrangement. (E2.2)				

15. Recognize examples of developmentally appropriate room arrangements. (E3.2)				
16. Name examples of how an environmental plan promotes child-directed play. (E2.5)	**HGD: C3-2 Free Play and leisure Time Activities**	1. Explain the importance of free play and leisure time. 2. Explain how free play and leisure time activities support development. 3. Explain tips for facilitating free play and leisure time activities in a learning environment.	CC.11- 12.RI.4.10	
17. Identify appropriate arrangement of materials for different interest areas. (E2.2)	**HGD: D3-1 Identify Elements of Effective Displays**	1. Determine the expected benefits of an effective display. 2. List effective display formats. 3. Evaluate attributes of an effective display.	CC. 11-12.W.-.4 FA-25:A:I.1 VA, FA-25:A:I.2 VA NET 1.a, 1.b FCS Standards 4.2.1, 4.2.2, 4.2.3, 4.2.4, 4.2.5	LS Evaluate Display Attributes
18. Identify outdoor learning areas and describe a structured and unstructured use of each area. (E2.2)				

Module 5: Family and community Relationships
Competency Areas:
(F) Family and community Relationships

As our partner in child development, families — especially parents — directly affect a child's learning. Students will learn new ways of working with parents to help their children enjoy learning. Students also will explore the social world of a family to be sure that the learning that takes place in the care setting is consistent with the learning done at home.

ECE 1 Module Objectives	CR Lesson Number and Title	CR Lesson Objectives	State & National Standards	Notes
1. Describe what it means that the family is the child's primary educator. (F2.3)				
2. Describe the importance of the family and its diverse cultures, structures, members and roles. (F2.1)	**BMM: E2-4 recognize Cultural Differences**	1. Explain basic concepts of culture and workforce diversity. 2. Identify examples of different cultural categories recognized in the workplace. 3. Describe methods of diversity management in the workplace. 4. Describe the organizational benefits of providing diversity management activities and training.	CC. 11-12.SL. 1 NET 2.c, 5.a, 5.b	
3. Describe the influences on families today and how they are affected by them. (F2.2)				

4. Describe techniques for positive communication and developing relationships with families. (F2.4)	**HGD: D5-1 Effective communication Techniques with a Variety of Age Groups**	1. Describe methods to communicate with infants. 2. Explain techniques to communicate with children and pre-teens. 3 Evaluate helpful communication techniques for use with teens and adults.	CC. 11-12.RI.4.10	Objective 3 suggests ways to communicate with adults (families).
	HGD: F1-3 Apply Communication Skills to Various Situations	1. Identify methods to improve listening skills. 2. Describe the variety of nonverbal communication. 3. Evaluate different conflict resolution skills.		
5. Identify written policies and practices that could be used with families of children in your care (how do you have policies with family and friends?). (F2.5)				
6. Describe easy ways to involve families in the program. (F2.4) (F2.5)				

Module 6: Personal and Professional Development
Competency Areas:
(G) Personal and Professional Development

What does it mean to be a child care professional? How can one plan for a career in early care and education? What professional qualities are needed to set effective limits with parents and children alike? Students will learn about own professional development and how to care for oneself in order to continue to care for others.

ECE 1 Module Objectives	CR Lesson Number and Title	CR Lesson Objectives	State & National Standards	Notes
1. Describe personal reasons for entering the early care and education profession (G3.1)	**HGD: F7-2 Human Growth and Development Careers**	1. Describe child care occupational career pathways. 2. Describe adult care occupational career pathways.	CC.K-12.R.R.10	LS-A Creating a Career Map This lesson identifies possible careers in the child care field.
2. List examples of professional dispositions and program standards related to professional personal appearance, personal hygiene, and professional work habits. (G4-4)	**FCS: D1-4 Dress for the Job**	1. Describe what it means to "dress for the job." 2. Itemize why dressing for the job is important. 3. Prescribe appropriate apparel for various occupations.	CC. 11-12.RI.4.10 Phys-22:A:I.4 NET 3.b, 3.c FCS Standards 13.3.1, 13.3.2,13.3.3	
3. Identify examples of information about themselves and their beliefs that influence their interactions with children and families who have backgrounds different from their own. (G1.4)	**HGD: F1-4 Develop Empathy**	1. Explain the importance of empathy. 2. Identify ways to develop empathy.	CC.11-12.RI.4.10 Phys-23:C:I.9 NET 2.b	LS-A Ways to Empathize with another person. Interest approach may be useful. LS-B Empathic Listening

4. Define the term "professional standard." (G3.1)				
5. Describe the term "professional boundaries." (G4.5)				
6. Name examples of inappropriate maintenance of professional boundaries. (G4.5)				
7. Describe current issues in early care and education and describe why they are important.				
8. Identify program practices that stem from law or regulation. (G2.3)	**HGD: G2-2 Program Accreditation Guidelines**	1. Describe examples of accreditation, accreditation agencies, and accredited programs or agencies. 2. Explain how accreditation guidelines and standards are used.	CC.11-12.RI.4.10	Describes accreditation. Does not list specific program practices that result from accreditation.
9. Identify ways in which early childhood professionals can participate in furthering standards of their profession. (G3.3)	**HGD: F7-1 Recognize Opportunities for Future Employment and Advancement**	1. Determine the qualities and skills needed for career success in Human Growth and Development professions. 2. Identify factors that help an individual move up the career ladder. 3. Research and describe a career beyond the entry level.	CC. 11-12.RI.4.10 CC.5:B:J.1 NET 1.d, 3.b	This lesson shows how to go up the career ladder.

10. Identify process for contacting resources to assist in career guidance. (G3.4)	HGD: G5-1 Professional Development Strategies	1. Explain key elements of professional development strategy. 2. Explain examples of professional development. 3. Explain on-the-job training and site-based professional development.	CC.11-12.SL.-.1	
	HGD: G5-2 Professional Development Planning	1. Explain professional development planning structures. 2. Explain examples of professional certifications and recertification. 3.Explain CEUs for professional development for K–12 teachers.	CC. 11-12.RST.-.3	
11. Identify procedures that programs use to maintain confidentiality. (G4.3)	HGD: F3-1 Define Professionalism as it Relates to Confidentiality.	1. Identify the legal requirements related to confidentiality and personal records. 2. Explain how to maintain confidential records and information. 3. Describe the application of confidentiality requirements to childcare facilities.	CC.11-12.RI.4.10 Phys-23:C:I.9 NET 5.a	VM's are useful. LS-A The privacy Laws LS-B The Privacy Laws in Schools.

Module 7a: Overview of Child Development 8 months
Competency Areas:
(A) Human Growth and Development

Newborns and young babies are developing at an incredible rate, causing them to have special needs unlike older children. Students will understand how children from birth to 8 months learn and grow, and how to individualize their care accordingly.

ECE 1 Module Objectives	CR Lesson Number and Title	CR Lesson Objectives	State & National Standards	Notes
1. Describe how emotional development supports, social, motor, and language development. (A1.2)				
2. Describe ways in which emotional development supports learning through play. (A1.2)	**HGD: C3-2 Free Play and Leisure Time Activities**	1. Explain the importance of free play and leisure time. 2. Explain how free play and leisure time activities support development. 3. Explain tips for facilitating free play and leisure time activities in a learning environment.	CC. 11-12.RI.4.10	
3. Identify ways to help children develop a positive sense of self. (A1.2)	**FCS: B1-1 Self-Understanding and Assessment**	1. Discuss the importance of self-concept and its ingredients. 2. Discuss the factors that affect the development of self-concept. 3. Identify how to develop a positive self-concept.	ELA-3:C:I/1, ELA-3:C:I/2, ELA-3:C:I/3,ELA-3:C:I/4, ELA-3:C:I/5, ELA-3:C:I/6,ELA-3:C:I/7, ELA-	

		4. Describe the characteristics of people with a high self-concept.	3:C:I/8, ELA-3:C:I/9	
		5. Explain how leaders can raise the self-concept of others.	NET 2.a, 2.b, 2.c, 5.d FCS Standards 13.2.1, 13.2.2,13.2.3	
4. Describe how different temperaments may influence behavior. (A2.5)	**HGD: B3-1 Differentiate Between Acceptable and Unacceptable Behaviors**	1. Identify ways to differentiate between acceptable and unacceptable behaviors. 2. Describe common methods of behavior management.	CC. 11-12.RI.4.10 SS-18:B:I.4 NETs 2.b, 4.b, 4.d	Doesn't mention temperaments per se.
5. List developmental benefits for children from a specific example of a play situation. (A1.1)	**HGD: C3-2 Free Play and Leisure Time Activities**	1. Explain the importance of free play and leisure time. 2. Explain how free play and leisure time activities support development. 3. Explain tips for facilitating free play and leisure time activities in a learning environment.	CC. 11-12.RI.4.10	VM F,G,H, and J may be useful.
6. Name milestones for each area of development (physical, cognitive, social and emotional, and language), that would be typical at different ages between birth and 8 months. (A2.1)	**HST: P1-1 Life Stages**	1 Identify life stages and the physical, mental, social, and emotional changes that occur during each stage. 2. Describe the five stages of grieving.	CC.11-12.RI.4.10 Phys-23:C:I.1 NET 3.b	

7. Describe how to use a developmental chart for recognizing atypical behavior. (A2.6)				
8. Describe why it is important to recognize when children are demonstrating behavior that is not typical for their chronological age. (A2.7)	**HGD:A6-2 Special Needs Activities**	1. Define and explain modification. 2. Explain when a modification is needed. 3. Create an activity for an identified special need.	CC.11-12.SL.-.1 NET 1.a, 4.b	
9. Recognize examples of behavior that fit into specific developmental domains. (A1.1)				
10 .Name a cultural tradition that influences the social and emotional development of children. (A1.2)	**HGD: A5-4 Culturally Relevant Environments**	1. Identify a culturally responsive environment 2. Define tokenism. 3. Evaluate classroom materials for cultural relevance.	CC. 11-12.SL.-.1 SS-18:C:I.1, SS-18:C:I.2 NET 2.c FCS Standards 12.3.1, 12.3.2,12.3.3	
11. Identify characteristics of interactions and environments that support early development and learning. (A1.4)				

Module 7b: Overview of Child Development 8-18 months
Competency Areas:
(A) Human Growth and Development

Students will explore development among children 8- to18-months-old. Students will identify how this age group differs in growth and their approach to learning, and discover toys, games and songs that are helpful and just right for their development.

ECE 1 Module Objectives	CR Lesson Number and Title	CR Lesson Objectives	State & National Standards	Notes
1. Describe ways in which emotional development supports social, motor, and language development. (A1.2)				
2. Identify ways to help children develop a positive sense of self. (A1-2)	FCS: B1-1 Self-Understanding and Assessment	1. Discuss the importance of self-concept and its ingredients. 2. Discuss the factors that affect the development of self-concept. 3. Identify how to develop a positive self-concept. 4. Describe the characteristics of people with a high self-concept. 5. Explain how leaders can raise the self-concept of others.	ELA-3:C:I/1, ELA-3:C:I/2, ELA-3:C:I/3,ELA-3:C:I/4, ELA-3:C:I/5, ELA-3:C:I/6,ELA-3:C:I/7, ELA-3:C:I/8, ELA-3:C:I/9 NET 2.a, 2.b, 2.c, 5.d FCS Standards 13.2.1, 13.2.2,13.2.3	

3. Describe examples of behavior in appropriate domains. (A1.1)			
4. Identify a cultural tradition that influences the social and emotional development of children. (A1.2)			
5. Identify milestones for each area of development (physical, cognitive, social and emotional, and language), that would be typical at different ages between 8 and 18 months. (A2.1)			
6. Describe how to use a developmental chart for recognizing typical and atypical behavior. (A2.6)			
7. Identify ways in which home culture and language influence learning a second language. (A1.4)			
8. Identify one way in which community and family may influence cognitive, language, emotional, social and motor development. (A1.4)			

9. Describe the importance of recognizing when children are demonstrating behavior that is not typical for their chronological age. (A2.7)	HGD:B3-1 Differentiate Between Acceptable and Unacceptable Behaviors	1. Identify ways to differentiate between acceptable and unacceptable behaviors. 2. Describe common methods of behavior management.	CC. 11-12.RI.4.10 SS-18:B:I.4 NET 2.b, 4.b, 4.d	

Module 7c: Overview of Child Development 18-36 months
Competency Areas:
(A) Human Growth and Development

Toddlers are an energetic bunch who require plenty of stimulation and education. Students will explore how children aged 18- to 36-months learn language, learn to think, learn to move and learn feelings, to better nurture this often-curious age group.

ECE 1 Module Objectives	CR Lesson Number and Title	CR Lesson Objectives	State & National Standards	Notes
1. Describe ways in which emotional development supports learning through play. (A1.2)	**HGD: C3-2** **Free Play and Leisure Time Activities**	1. Explain the importance of free play and leisure time. 2. Explain how free play and leisure time activities support development. 3. Explain tips for facilitating free play and leisure time activities in a learning	CC. 11-12.RI.4.10	
2. Identify ways to help children develop a positive sense of self. (A1.2)	**FCS: B1-1** **Self-Understanding and Assessment**	1.Discuss the importance of self-concept and its ingredients. 2. Discuss the factors that affect the development of self-concept. 3. Identify how to develop a positive self-concept. 4. Describe the characteristics of people with a high self-concept.	ELA-3:C:I/1, ELA-3:C:I/2, ELA-3:C:I/3,ELA-3:C:I/4, ELA-3:C:I/5, ELA-3:C:I/6,ELA-3:C:I/7, ELA-3:C:I/8, ELA-3:C:I/9 NET 2.a, 2.b, 2.c, 5.d	

			FCS Standards 13.2.1, 13.2.2,13.2.3	
		5. Explain how leaders can raise the self-concept of others.		
3. Identify milestones for each area of development (physical, cognitive, social and emotional, and language) that would be typical at different ages between 18 months and 3 years. (A2.1)	**HST: P-1 Life Stages**	1. Identify life stages and the physical, mental, social, and emotional changes that occur during each stage. 2. Describe the five stages of grieving.	CC. 11-12.RI.4.10 Phys-23:C:I.1 NET 3.b	
4. Describe how emotional development supports social, motor, and language development. (A1.2)				
5. Identify cultural traditions that influence the social and emotional development of children. (A1.2)				
6. Identify ways in which home culture and language influence learning a second language. (A1.4)				

7. Describe how to use a developmental chart for recognizing typical and atypical behavior. (A2.6)				
8. Describe the importance of recognizing when children are demonstrating behavior that is not typical for their chronological age. (A2.7)	**HGD: B3-1 Differentiate Between Acceptable and Unacceptable Behaviors**	1. Identify ways to differentiate between acceptable and unacceptable behaviors. 2. Describe common methods of behavior management.	CC.11-12.RI.4.10 SS-18:B:I.4 NET 2.b, 4.b, 4.d	
9. Identify a way in which community and family may influence cognitive, language, social and emotional, and motor development. (A1.4)				

Module 8a: The Preschool Child, Social and Emotional Development
Competency Areas:
Human Growth and Development

As children approach preschool age, their needs begin to change. Students will better understand children as they approach school age. Students will also be able to identify characteristics of social and emotional development and learn techniques for promoting appropriate and effective discipline for preschool children

ECE 1 Module Objectives	CR Lesson Number and Title	CR Lesson Objectives	State & National Standards	Notes
1. Identify ways to help children develop a positive sense of self. (A1.2)	**FCS: B1-1 Self-Understanding and Assessment**	1. Discuss the importance of self-concept and its ingredients. 2. Discuss the factors that affect the development of self-concept. 3. Identify how to develop a positive self-concept. 4. Describe the characteristics of people with a high self-concept. 5. Explain how leaders can raise the self-concept of others.	ELA-3:C:I/1, ELA-3:C:I/2, ELA-3:C:I/3,ELA-3:C:I/4, ELA-3:C:I/5, ELA-3:C:I/6,ELA-3:C:I/7, ELA-3:C:I/8, ELA-3:C:I/9 NET 2.a, 2.b, 2.c, 5.d FCS Standards 13.2.1, 13.2.2,13.2.3	
2. Recognize examples of behaviors that fit into specific developmental domains. (A1.1)				

3. Describe how emotional development supports social, motor, and language development. (A1.2)				
4. Describe the ways that play contributes to social/emotional development. (A1.2)				
5. Identify cultural traditions that influence the social and emotional development of children. (A1.2)				
6. Describe the importance of recognizing when children are demonstrating behavior that is not typical for their chronological age. (A2.7)	**HGD B3-1 differentiate Between Acceptable and Unacceptable Behaviors.**	1. Identify ways to differentiate between acceptable and unacceptable behaviors. 2. Describe common methods of behavior management.	CC. 11-12.RI.4.10 SS-18:B:I.4 NET 2.b, 4.b, 4.d	
7. Describe how to use developmental chart for recognizing atypical behavior. (A2-7)				

8. List developmental benefits for children from a specific example of a play situation. (A1.1)				
9. List key elements of an environment that is likely to support emotionally healthy development in young children. (E1.4)	**HGD: D4-1 Identify Characteristics of a Nurturing environment**	1. Describe the importance of a nurturing environment. 2. Identify characteristics of a nurturing environment for young children	CC. 11-12.RI.4.10 Phys-23:C:I.11 NET 2.b, 4.b	

Module 8b: The Preschool Aged Child, Physical Development
Competency Areas:
(A)Human Growth and Development
(E) Interactions, Relationships, and Environments

As toddlers mature, their minds are not the only things growing at an incredible rate. Students will understand the special areas of physical development in preschool-aged children, as well as learn about fine motor activities that will help preschoolers grow into their bodies while developing proper coordination and movement.

ECE 1 Module Objectives	CR Lesson Number and Title	CR Lesson Objectives	State & National Standards	Notes
1. Describe how to use a developmental chart for recognizing atypical behavior. (A2.7)				
2. Describe the importance of recognizing when children are demonstrating behavior or skills that are not typical for their chronological age. (A2.7)	**HGD: B3-1 Differentiate Between Acceptable and Unacceptable Behaviors**	1. Identify ways to differentiate between acceptable and unacceptable behaviors. 2. Describe common methods of behavior management	CC. 11-12.RI.4.10 SS-18:B:I.4 NET 2.b, 4.b, 4.d	
3. Discuss benefits that children gain from productive engagement. (E3.7)				

4. Name examples of modifications to materials or activity plans that could be used to support active participation by children with special needs. (E4.2)	HGD: A6-3 Special Needs Activity Modification	1. Describe and develop a modified activity for special needs children. 2. Explain how to incorporate a special needs activity into a regular classroom activity.	CC. 11-12.SL.-.1 NET 1.a, 2.b, 4.b	Interest approach may be useful. VM-B LS-B Modified shapes activity.

Module 8c: The Preschool Age Child, Language Development
Competency Area:
(A) Human Growth and Development

Appropriate speech patterns and language skills are crucial to nurturing effective communications by preschoolers. Students will explore how to use a picture and storybooks to lay the foundation for good reading and proper language use. Students will also discuss how to help children with special needs.

ECE 1 Module Objectives	CR Lesson Number and Title	CR Lesson Objectives	State & National Standards	Notes
1. Identify ways in which home culture and language influence learning a second language. (A1.4)				
2. Identify one way in which socioeconomic status may be related to language development. (A1.4)				
3. Identify communication milestones that would be typical at different broadly defined developmental ages between three and five years. (A2.1)				

4. Describe the importance of recognizing when children are demonstrating behavior that is not typical for their chronological age. (A2.7)	HGD: B3-1 Differentiate Between Acceptable and Unacceptable Behaviors	1. Identify ways to differentiate between acceptable and unacceptable behaviors. 2. Describe common methods of behavior management.	CC. 11-12.RI.4.10 SS-18:B:I.4 NET 2.b, 4.b, 4.d	Objective 1 deals with acceptable and unacceptable behavior.
5. Describe how to use a developmental chart for recognizing typical behavior. (A2.7)				

Module 8d: The Preschool Age Child, Cognitive Development
Competency Areas:
(D) Curriculum or Program Design

Students will understand how preschoolers learn and identify tips for making learning fun. With suggestions for activities that encourage preschoolers to explore numbers, shapes, colors and science, students will identify the information needed to grow and stretch the ability of children to think and understand.

ECE 1 Module Objectives	CR Lesson Number and Title	CR Lesson Objectives	State & National Standards	Notes
1. Identify milestones in cognitive development for children, 3-5 years. (A2.1)	**HST: P1-1** **Life Stages**	1. Identify life stages and the physical, mental, social, and emotional changes that occur during each stage 2. Describe the five stages of grieving.	CC.11-12.RI.4.10 Phys-23:C:I.1 NET 3.b	
2. Describe the importance of using a curriculum for supporting children's development and learning. (D1.6)	**HGD: A3-1** **Understand the Importance of a Daily routine and Program Schedule**	1. Explain the importance of a daily routine and program schedule. 2. Describe the basic components of a preschool schedule. 3. Describe the basic components of an adult care schedule.	CC. 11-12.RI.4.10 ELA-5:C:I/1, ELA-5:C:I/2 NET 2.a, 2.b FCS Standards 4.3.1, 4.3.2, 4.3.3	VM A,B,C, and D LS-A Daily routines and Schedules.
3. List important functions of play in a child's life. (D1.1)	**HGD: C3-2** **Free Play and Leisure Time Activities**	1..Explain the importance of free play and leisure time.	CC. 11-12.RI.4.10	

		2. Explain how free play and leisure time activities support development. 3. Explain tips for facilitating free play and leisure time activities in a learning.		
4. Identify specific elements of a weekly activity plan that addresses the cognitive developmental needs of children from 3-5 years. (D3.5)				

Module 9: School-Age Development
Competency Areas:
(A)Human Growth and Development.

Students will identify stages of school-aged development to uncover how school age learning and growth differs from the preschool child. With tips on how to better care for school-aged youth, students will offer receive guidance on how to set rules and limits for the school age child, as well as plan age appropriate activities.

ECE 1 Module Objectives	CR Lesson Number and Title	CR Lesson Objectives	State & National Standards	Notes
1. Identify physical, cognitive, social/emotional, and communication milestones, that would be typical at different ages between six and twelve years. (A2.1)	**HGD: H4-3 Facilitate a Positive Resolution of Erikson's Eight Stages of Human Development**	1. Review the essential features of Erikson's Eight Stages of Human Development. 2. Summarize the terminology, conflict, primary social interactions, goals, and age ranges associated with each stage of human development. 3. Review possible personal interactions and their influence on the outcome(s) in resolving conflicts at each stage of human development.	CC. 11-12.RST.4.10 SCI-12:B:I.1, SCI-12:B:I.2 NET 5.b, 5.c, 5.d FCS Standards 12.2.1, 12.2.2,12.2.3, 12.2.4,12.2.5	Industry vs. Inferiority.
2. Identify ways to help children develop a positive sense of self. (A1.2)				

3. Identify characteristics and environments that support development and learning. (A1.4)	**HGD: A5-4 Culturally Relevant Environments**	1. Identify a culturally responsive environment. 2. Define tokenism. 3. Evaluate classroom materials for cultural relevance.	CC. 11-12.SL.-.1 SS-18:C:I.1, SS-18:C:I.2 NET 2.c FCS Standards 12.3.1, 12.3.2,12.3.3	This lesson shows how a culturally relevant environment can enhance learning.
4. List factors that make an "out-of-school-time" curriculum developmentally appropriate for school-age children. (D1.1)				
5. Name the benefits that children gain from productive engagement. (E3.7)				
6. Describe how learning experiences relate to academic success. (D1.3)				
7. Describe how a particular activity reflects and promotes children's choices and interests. (D1.4)	**HGD: C4-3 Provide Opportunities for Individuals to Pursue their interests.**	1. Explain ways to recognize student interests. 2. Describe ways to provide opportunities for individuals to pursue their interests.	CC.11-12.RI.4.10 Phys-23:C:I.11 NET 5.b	VB A and B may be useful. LS-A Providing Opportunities for Students to Pursue Interest.

KEY:

State and National Standards would include:

- Family and Consumer Sciences National Standards
- Gateway Benchmarks (A1.1)
- Illinois Learning Standards (CCSS ELA and Mathematics)
  CCSS ELA = CC.11-12.RI.4
  CCSS Mathematics = CC.N.Q.1
  FA = Fine Arts
  Phys = Physical Education
  NGSS (Next Generation Science Standards) Science (HS-LS1 = High School Life Sciences–Molecules to Organisms: Structures and Processes and HS-LS1-4 = Use a model to illustrate the role of cellular division (mitosis) and differentiation in producing and maintaining complex organisms.
  SS = Social Studies
- NAEYC Goals
- NETs (National Education Technology Standards for Students)
- NET (National Education Technology Standards for Teachers)

MYcaert codes:

FCS = Introduction to Family and Consumer Sciences Careers (FCS B3-2 = Unit B, Problem Area 3, Lesson 2)
CA = Food, Nutrition, and Culinary Arts (CA C16-2 = Unit C, Problem Area 16, Lesson 2)
HGD = Human Growth and Development (HGD H1-5 = Unit H, Problem Area 1, Lesson 5)
HST = Health Science Technology (HST P1-1 = Unit P, Problem Area 1, Lesson 1)
TD = Textiles and Design (TD A1-1 = Unit A, Problem Area 1, Lesson 1)
VM=Visual Master
LS=Lab Sheet (Student Activity)