



VIRGINIA BEACH CITY PUBLIC SCHOOLS
CHARTING THE COURSE

Department of Teaching & Learning
Parent/Student Course Information

Early Childhood Education I
(VO 8285)
Three Credits, One Year
Grade 11

Counselors are available to assist parents and students with course selections and career planning. Parents may arrange to meet with the counselor by calling the school's guidance department.

COURSE DESCRIPTION

This comprehensive course is designed to help students meet the challenges of their daily lives with confidence. Early Childhood Education I is the first year in the sequence. Students will learn basic information and practical skills related to such topics as interpersonal and family relationships, career preparation, financial management, life management, healthy living, foods and nutrition, clothing, and housing.

CERTIFICATION

Workplace Readiness Skills for the Commonwealth Examination

American Association of Family & Consumer Sciences: Leadership Essentials Assessment (for those students who have taken at least one other year-long FACS course)

STUDENT ORGANIZATION

Family, Career and Community Leaders of America (FCCLA)

FCCLA is a national career and technical student organization that promotes personal growth and leadership through Family and Consumer Sciences education. As part of the FACS curriculum, the FCCLA framework helps students develop character, think creatively and critically, and prepare for careers through practical knowledge and specific skills.

PREREQUISITE

None

OPTIONS FOR NEXT COURSE

Early Childhood Education II

REQUIRED STUDENT TEXTBOOK

Working with Young Children, 2016

COMPETENCIES FOR EARLY CHILDHOOD EDUCATION I

Demonstrating Professional Competencies

- 1 Demonstrate positive work ethic.
- 2 Demonstrate integrity.
- 3 Demonstrate teamwork skills.
- 4 Demonstrate self-representation skills.
- 5 Demonstrate diversity awareness.
- 6 Demonstrate conflict-resolution skills.
- 7 Demonstrate creativity and resourcefulness.
- 8 Demonstrate effective speaking and listening skills.
- 9 Demonstrate effective reading and writing skills.
- 10 Demonstrate critical-thinking and problem-solving skills.
- 11 Demonstrate healthy behaviors and safety skills.
- 12 Demonstrate an understanding of workplace organizations, systems, and climates.
- 13 Demonstrate lifelong-learning skills.
- 14 Demonstrate job-acquisition and advancement skills.
- 15 Demonstrate time-, task-, and resource-management skills.
- 16 Demonstrate job-specific mathematics skills.
- 17 Demonstrate customer-service skills.
- 18 Demonstrate proficiency with technologies common to a specific occupation.
- 19 Demonstrate information technology skills.
- 20 Demonstrate an understanding of Internet use and security issues.
- 21 Demonstrate telecommunications skills.
- 22 Demonstrate workplace safety.

Examining All Aspects of an Industry

- 23 Examine aspects of planning within an industry/organization.
- 24 Examine aspects of management within an industry/organization.
- 25 Examine aspects of financial responsibility within an industry/organization.
- 26 Examine technical and production skills required of workers within an industry/organization.
- 27 Examine principles of technology that underlie an industry/organization.
- 28 Examine labor issues related to an industry/organization.
- 29 Examine community issues related to an industry/organization.
- 30 Examine health, safety, and environmental issues related to an industry/organization.

Addressing Elements of Student Life

- 31 Identify the purposes and goals of the student organization.
- 32 Explain the benefits and responsibilities of membership in the student organization as a student and in professional/civic organizations as an adult.
- 33 Demonstrate leadership skills through participation in student organization activities, such as meetings, programs, and projects.
- 34 Identify Internet safety issues and procedures for complying with acceptable use standards.

Exploring Work-Based Learning

- 35 Identify the types of work-based learning (WBL) opportunities.
- 36 Reflect on lessons learned during the WBL experience.
- 37 Explore career opportunities related to the WBL experience.
- 38 Participate in a WBL experience, when appropriate (optional).

Balancing Work and Family

- 39 Analyze the meaning of work and the meaning of family.
- 40 Compare how families affect work life and how work life affects families.
- 41 Identify management strategies for balancing work and family roles.

Providing a Positive, Safe, and Healthy Learning Environment

- 42 Identify ways to manage physical space to maintain a developmentally appropriate learning environment for each child.
- 43 Explain state and local health and safety regulations for an early childhood education environment.
- 44 Demonstrate strategies designed to teach children personal health, safety, and sanitation habits.
- 45 Give examples of meals and snacks that accommodate allergies and promote healthy eating practices.
- 46 Describe signs and symptoms of child abuse and neglect and the role of a mandated reporter.
- 47 Describe signs and symptoms of child trauma.
- 48 Describe the components of a daily child health check.
- 49 Identify procedures for staff, parents, and children that help prevent childhood illnesses and communicable diseases.
- 50 Outline security procedures for an early childhood education environment.
- 51 Explain emergency and safety procedures used in an early childhood education environment.

Promoting Physical, Cognitive, Language, Social, and Emotional Development

- 52 Analyze child development theories for early childhood best practices.
- 53 Examine a variety of research-based assessment methods and tools that are used to interpret a child's growth and development.
- 54 Describe cultural, family, economic, and environmental factors that may affect a child's development.
- 55 Identify the developmental needs of a child.
- 56 Explain developmentally appropriate practices that promote children's growth and development.
- 57 Identify developmentally appropriate guidance techniques.
- 58 Describe self-regulation skills that are practiced with children to promote positive social interaction.
- 59 Identify the interpersonal skills that promote positive and productive relationships with children.

Exploring Curricula Responsive to Children's Needs

- 60 Examine a variety of research-based curriculum and instructional models used in early childhood education.
- 61 Plan developmentally appropriate learning experiences in all curriculum areas.
- 62 Analyze an integrated curriculum that incorporates a child's language, learning styles, home experiences, and cultural values into developmentally appropriate learning experiences.
- 63 Identify a variety of teaching methods to accommodate each child's learning style.
- 64 Evaluate learning centers that encourage a child's interests, exploration, discovery, and development.
- 65 Create a schedule of activities, routines, and transitions.

Promoting Positive and Productive Relationships with Families

- 66 Identify strategies for constructive and supportive interactions that promote family partnerships.
- 67 Assess ways to share information with parents/guardians regarding developmental topics and concerns related to children.

Maintaining Careers and Professionalism

- 68 Explain the current and emerging roles and functions of individuals engaged in careers related to early childhood education.
- 69 Examine education and training requirements and opportunities for career paths in early childhood education and services.

- 70 Identify opportunities for continuing education and training in early childhood education and related fields (optional).
- 71 Describe ethical standards of professional organizations that are associated with early childhood education.
- 72 Explore federal, state, and local government regulations that affect early childhood development programs.
- 73 Complete a self-assessment to identify personal assets.
- 74 Describe the desired characteristics of professionals working with young children.
- 75 Examine the changing social and family dynamics that have increased the need for early childhood education and services.

Aaron C. Spence, Ed.D., Superintendent
Virginia Beach City Public Schools
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Produced by the Department of Teaching and Learning.
For further information, please call (757) 263-1070.

Notice of Non-Discrimination Policy

Virginia Beach City Public Schools does not discriminate on the basis of race, color, religion, national origin, sex, sexual orientation/gender identity, pregnancy, childbirth or related medical condition, disability, marital status, age, genetic information or veteran status in its programs, activities, employment, or enrollment, and provides equal access to the Boy Scouts and other designated youth groups. School Board policies and regulations (including, but not limited to, Policies 2-33, 4-4, 5-7, 5-19, 5-20, 5-44, 6-33, 6-7, 7-48, 7-49, 7-57 and Regulations 4-4.1, 4-4.2, 5-44.1, 7-11.1, 7-17.1 and 7-57.1) provide equal access to courses, programs, enrollment, counseling services, physical education and athletic, vocational education, instructional materials, extracurricular activities and employment.

Title IX Notice: Complaints or concerns regarding discrimination on the basis of sex or sexual harassment should be addressed to the Title IX Coordinator, at the VBCPS Office of Student Leadership, 641 Carriage Hill Road, Suite 200, Virginia Beach, 23452, (757) 263-2020, Mary.Dees@vbschools.com (student complaints) or the VBCPS Department of School Leadership, 2512 George Mason Drive, Municipal Center, Building 6, Virginia Beach, Virginia, 23456 (757) 263-1088, Elizabeth.Bryant@vbschools.com (employee complaints). Additional information regarding Virginia Beach City Public Schools' policies regarding discrimination on the basis of sex and sexual harassment, as well as the procedures for filing a formal complaint and related grievance processes, can be found in School Board Policy 5-44 and School Board Regulations 5-44.1 (students), School Board Policy 4-4 and School Board Regulation 4-4.3 (employees), and on the School Division's website at [Diversity, Equity and Inclusion/Title IX](#). Concerns about the application of [Section 504 of the Rehabilitation Act](#) should be addressed to the Section 504 Coordinator/Executive Director of Student Support Services at (757) 263-1980, 2512 George Mason Drive, Virginia Beach, Virginia, 23456 or the Section 504 Coordinator at the student's school. For students who are eligible or suspected of being eligible for special education or related services under IDEA, please contact the Office of Programs for Exceptional Children at (757) 263-2400, Plaza Annex/Family and Community Engagement Center, 641 Carriage Hill Road, Suite 200, Virginia Beach, VA 23452.

The School Division is committed to providing educational environments that are free of discrimination, harassment, and bullying. Students, staff, parents/guardians who have concerns about discrimination, harassment, or bullying should contact the school administration at their school. Promptly reporting concerns will allow the school to take appropriate actions to investigate and resolve issues. School Board Policy 5-7 addresses non-discrimination and anti-harassment, Policy 5-44 addresses sexual harassment and discrimination based on sex or gender. Policy 5-36 and its supporting regulations address other forms of harassment.

Alternative formats of this publication which may include taped, Braille, or large print materials are available upon request for individuals with disabilities. Call or write The Department of Teaching and Learning, Virginia Beach City Public Schools, 2512 George Mason Drive, P.O. Box 6038, Virginia Beach, VA 23456-0038. Telephone 263-1070 (voice); fax 263-1424; 263-1240 (TDD) or email at Kathleen.Vuono@vbschools.com.

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