Indiana Department of Education
Academic Standards Course Framework

EARLY CHILDHOOD EDUCATION I

Early Childhood Education I prepares students for employment in early childhood education and related careers that involve working with children from birth to 8 years (3rd grade) and provides the foundations for study in higher education that leads to early childhood education and other child-related careers. A project-based approach that utilizes higher order thinking, communication, leadership, and management processes is recommended in order to integrate the study of suggested topics. Major course topics include: career paths in early childhood education; promoting child development and learning; building family and community relationships; observing, documenting, and assessing to support young children and families; using developmentally effective approaches; using content knowledge to build meaningful curriculum, and becoming an early childhood education professional. The course provides an overview of the history, theory, and foundations of early childhood education as well as exposure to types of programs, curricula, and services available to young children. Students examine basic principles of child development, importance of family, licensing, and elements of quality care of young children. The course addresses planning and guiding developmentally appropriate activities for young children in various childcare settings; developmentally appropriate practices of guidance and discipline; application of basic health, safety, and nutrition principles when working with children; overview of management and operation of licensed child care facilities or educational settings; child care regulations and licensing requirements; and employability skills. Intensive experiences in one or more early childhood settings, resumes, and career portfolios are required components. A standards-based plan for each student guides the laboratory/field experiences. Students are monitored in their laboratory/field experiences by the Early Childhood Education teacher. Student laboratory/field experiences may be either school-based or "on-the-job" in community-based early childhood education centers or in a combination of the two. Dual credit agreements with postsecondary programs are encouraged.

- DOE Code: 5412
- Recommended Grade Level: Grade 11, 12
- Recommended Prerequisites: Child Development and Advanced Child Development
- Credits: 1-3 credits per semester, maximum of 6 credits
- Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas
- This course is aligned with the following Post-Secondary courses for Dual Credit:
  - Ivy Tech
    - ECED 100 Introduction to Early Childhood Education
    - ECED 101 Health, Safety and Nutrition
    - ECED 103 Curriculum in Early Childhood Classroom

Dual Credit
This course provides the opportunity for dual credit for students who meet postsecondary requirements for earning dual credit and successfully complete the dual credit requirements of this course.

Application of Content and Multiple Hour Offerings
Intensive laboratory applications are a component of this course and may be either school based or work based or a combination of the two. Work-based learning experiences should be in a closely related industry setting. Instructors shall have a standards-based training plan for students participating in work-based learning experiences. When a course is offered for multiple hours per semester, the amount of laboratory application or work-based learning needs to be increased proportionally.

Career and Technical Student Organizations (CTSOs)
Career and Technical Student Organizations are considered a powerful instructional tool when integrated into Career and Technical Education programs. They enhance the knowledge and skills students learn in a course by allowing a student to participate in a unique program of career and leadership development. Students should be encouraged to participate in FCCLA (Family, Career and Community Leaders of America), the CTSO for this area.

Content Standards		
Domain – Personal, Academic, and Career Success **Core Standard 1** Explain, demonstrate, and integrate processes of thinking, communication, leadership, and management in order to apply education and early childhood knowledge and skills.		
	Standards	
	ECEI-1.1	Demonstrate components of critical thinking, creative thinking, and reasoning
	ECEI-1.2	Evaluate effective communication processes in early childhood education settings
	ECEI-1.3	Demonstrate leadership that encourages participation and respect for the ideas, perspectives, and contributions of group members
	ECEI-1.4	Apply management, decision-making, and problem solving processes to accomplish tasks and fulfill responsibilities in early childhood education settings
	ECEI-1.5	Explain interrelationships among thinking, communication, leadership, and management processes to address early childhood education issues
	ECEI-1.6	Demonstrate fundamentals to career success (e.g. time-management, strong work ethic, positive attitude, adaptability, flexibility, stress resilience, accountability, self-discipline, resourcefulness, cooperation, self-assessment)
	ECEI-1.7	Apply basic math, literacy, arts, science, social studies, and physical education skills to successfully manage resources in community and workplace settings
	ECEI-1.8	Examine strategies to manage the impact of changing technologies in workplace settings
Domain – Career Paths in Early Childhood Education **Core Standard 2** Analyze career paths within early childhood education and other child-related careers in order to evaluate a variety of career options		
	Standards	
	ECEI-2.1	Examine potential career choices to determine the knowledge, skills, behaviors, and attitudes associated with each
	ECEI-2.2	Explain the roles and functions of individuals engaged in early childhood, education, and services (Pre-PAC, 1A)
	ECEI-2.3	Analyze opportunities for employment and entrepreneurial endeavors in early childhood, education, and services (Pre-PAC, 1B)
	ECEI-2.4	Identify the personal qualities and abilities needed to be effective with children (Pre-PAC, 1C)
	ECEI-2.5	Summarize education and training requirements and opportunities for career paths in early childhood, education, and services (Pre-PAC, 1D)
	ECEI-2.6	Demonstrate job seeking and job keeping skills (Pre-PAC, 1F)

	ECEI-2.7	Analyze the effects of early childhood, education, and services on local, state, national and global economics (Pre-PAC, 1E)
	ECEI-2.8	Analyze the role of professional organizations in education and early childhood (Pre-PAC, 1G)

Domain – Promoting Child Development and Learning
Core Standard 3 Create learning environments based on children's characteristics and needs, and multiple influences on their early development and learning.

	Standards	
	ECEI-3.1	Describe and discuss the physical, cognitive, social, emotional, and creative developmental domains of children from birth through age twelve (ECED-101, #1)
	ECEI-3.2	Examine existing and emerging child development theories and their implications for educational and child care practices (Pre-PAC, 2A)
	ECEI-3.3	Consider cultural and environmental influences when interpreting children's development
	ECEI-3.4	Consider special needs when interpreting children's developmental levels
	ECEI-3.5	Describe and discuss appropriate learning environments for infants, toddlers, preschoolers and school-agers (ECED-103, #3)
	ECEI-3.6	Recognize and develop a plan to enhance the environment for all children (including those with special needs) (ECED-103, #4)
	ECEI-3.7	Manage physical space to maintain a safe and healthy learning environment (Pre-PAC, 4A)
	ECEI-3.8	Identify and discuss quality care issues relating to health, safety, and nutritional components essential for providing quality care including routines, daily schedule, and the physical arrangement of the indoor and outdoor play areas (ECED-101, #8)
	ECEI-3.9	Apply safe and healthy practices that comply with state regulations (Pre-PAC, 4B)
	ECEI-3.10	Implement basic health practices and prevention procedures of workers and children regarding childhood illness and communicable diseases (Pre-PAC, 4F)
	ECEI-3.11	Implement strategies to teach children health, safety, and sanitation habits (Pre-PAC, 4C)
	ECEI-3.12	Plan, prepare, and serve safe and healthy meals and snacks (Pre-PAC, 4D)
	ECEI-3.13	Demonstrate security and emergency procedures
	ECEI-3.14	Document symptoms of child abuse and neglect and use appropriate procedures to report suspected abuse or neglect to the designated authorities (Pre-PAC, 4E)

Domain – Building Family and Community Relationships
Core Standard 4 Integrate knowledge of diversity to build respectful, reciprocal relationships and to involve families and communities in children's development and learning.

	Standards	
	ECEI-4.1	Identify and practice appreciation for diversity, including diversity in family units and roles (ECED-100, #8) (Pre-PAC, 7A)
	ECEI-4.2	Describe and recognize the importance of the child's family and its role as the child's first teacher in enhancing safe and healthy learning (ECED-101, #5)
	ECEI-4.3	Plan communication strategies to strengthen parent, program relationships (Pre-PAC, 7-B)

	ECEI-4.4	Implement skills to build positive relationships with families (ECED-100, #2)
	ECEI-4.5	Demonstrate ability to share information with families regarding developmental issues and concerns related to children
	ECEI-4.6	Implement strategies for constructive and supportive interactions between children and families (Pre-PAC, 5D)
	ECEI-4.7	Determine community resources available to children and their families (Pre-PAC, 7C)
	ECEI-4.8	Identify and organize resources within the community to enhance family well-being (ECED-100, #6)
	ECEI-4.9	Identify, describe, and discuss stressors and potential stressors that may affect children, families and early care and education teachers (ECED-101, #9)
	ECEI-4.10	Describe methods for facilitating respectful, reciprocal relationships in Early Childhood settings (adult/adult, adult/child, child/child, and child/adult) (ECED-103, #5) (Pre-PAC, 5C, 7D)

Domain – Observing, Documenting, and Assessing to Support Young Children and Families
Core Standard 5 Implement assessment tools, approaches, and partnerships in order to develop goals, curriculum, and teaching strategies and to promote positive outcomes for each child.

	Standards	
	ECEI-5.1	Analyze goals, benefits, and uses of assessment, particularly its use in development of appropriate goals, curriculum, and teaching strategies (NAEYC 3a)
	ECEI-5.2	Establish assessment partnerships with families and with professional colleagues to build effective learning environments (NAEYC 3b)
	ECEI-5.3	Analyze cultural and environmental influences when assessing children's development (Pre-PAC, 2C)
	ECEI-5.4	Identify and practice various observations, recording methods in order to: observe and interpret each child's growth and development, plan appropriate curriculum, assess each child's well-being, assess safe and healthy practices, and promote positive outcomes for each child (ECED-100, #9) (ECED-101, #3) (NAEYC 3d) (Pre-PAC, 2B)
	ECEI-5.5	Demonstrate observation skills to assess the Developmental Appropriateness of the learning environments for the various ages: infants, toddlers, preschoolers, and school agers (ECED-103, #8)

Domain – Using Developmentally Appropriate Approaches
Core Standard 6 Apply knowledge of children's ages and characteristics to select developmentally appropriate teaching, learning strategies, tools, and approaches.

	Standards	
	ECEI-6.1	Analyze abilities and needs of children and their effects on children's growth and development (Pre-PAC, 2D)
	ECEI-6.2	Discuss Developmentally Appropriate Practices in terms of chronological age and developmental levels and in terms of appropriateness of activities and environments for children from birth through age eight (ECED-101, #2)
	ECEI-6.3	Develop, integrate, and implement Developmentally Appropriate strategies that promote the child's social, self, cognitive, creative, physical, and communication development (ECED-103, #1, #2) (Pre-PAC, 2E)
	ECEI-6.4	Implement learning activities in all curriculum areas that meet the developmental

		needs of children (Pre-PAC, 3B)
	ECEI-6.5	Model and integrate problem solving techniques with the young child to enhance his or her learning (ECED-103, #6) (Pre-PAC, 5B)
	ECEI-6.6	Explore and identify various theories regarding guidance strategies for children (ECED-100, #11)
	ECEI-6.7	Describe and implement developmentally appropriate guidance practices (ECED-101, #4) (Pre-PAC, 5A)
	ECEI-6.8	Identify and recognize effective, quality programs for young children in various settings (ECED-100, #5)
	ECEI-6.9	Explore the role of technology in programs for young children (ECED-100, #12)

Domain – Using Content Knowledge to Build Meaningful Curriculum
Core Standard 7 Build curriculum across academic disciplines that is developmentally meaningful and challenging for each child.

	Standards	
	ECEI-7.1	Demonstrate content knowledge and resources in academic disciplines: language and literacy; the arts – music, creative movement, dance, drama, visual arts: mathematics: science, physical activity, physical education, health and safety; social studies that promote comprehensive developmental and learning outcomes for young children (NAEYC 5a)
	ECEI-7.2	Apply the central concepts, inquiry tools, and structures of content areas or academic disciplines (NAEYC 5b)
	ECEI-7.3	Synthesize own knowledge, appropriate early learning standards, and other resources to design, implement, and evaluate developmentally meaningful and challenging curriculum for each child (NAEYC 5c)
	ECEI-7.4	Implement an integrated curriculum that incorporates a child's language, learning styles, home experiences, and cultural values (Pre-PAC, 3C)
	ECEI-7.5	Analyze a variety of curriculum and instructional models for appropriateness in meeting children's developmental needs and interests (Pre-PAC, 3A)
	ECEI-7.6	Recognize and explore various curriculums and settings for early childhood education programs (ECED-100, #4)

Domain – Becoming an Early Childhood Education Professional
Core Standard 8 Demonstrate professional practices and standards related to being an early childhood educator.

	Standards	
	ECEI-8.1	Describe and discuss components of professionalism including rights of families to confidentiality, respect for cultural diversity, the NAEYC Code of Ethics, CDA and Accreditation standards, state licensing regulations, and membership in professional organizations (ECED-100, #13) (ECED-103, #7) (Pre-PAC, 6B)
	ECEI-8.2	Study the history, theories, and foundations of early childhood education (ECED-100, #3)
	ECEI-8.3	Evaluate present and determine future professional goals while exploring opportunities in the field of early childhood, advocacy, organizations, and resources (ECED-100, #7)
	ECEI-8.4	Demonstrate enthusiasm, initiative, and commitment to program goals and the welfare

		of children (Pre-PAC, 6D)
	ECEI-8.5	Recognize the value of and learn strategies to develop positive communication strategies, enhance cooperation, and establish beneficial relationships within an early childhood facility (ECED-100, #1) (ECED-101, #7)
	ECEI-8.6	Examine factors that contribute to maintaining safe and healthy work and community environments
	ECEI-8.7	Identify primary elements of Indiana's licensing requirements for early care and education (ECED-101, #6)
	ECEI-8.8	Implement federal, state, and local standards, policies, regulations, and laws that affect children, families, and programs (Pre-PAC, 6C)
	ECEI-8.9	Identify and discuss issues for effective program management operations (ECED-100, #10)
	ECEI-8.10	Apply business management skills needed for planning businesses related to early childhood education (Pre-PAC, 6E)
	ECEI-8.11	Identify opportunities for continuing training and education (Pre-PAC, 6A)