

# Child Development Associate Foundations

Subject: Career Development and Career and Technical Education

Grade: 10

Expectations: 33

Breakouts: 63

## (a) Introduction.

1. Career and technical education instruction provides content aligned with challenging academic standards, industry-relevant technical knowledge, and college and career readiness skills for students to further their education and succeed in current and emerging professions.
2. The Education and Training Career Cluster focuses on planning, managing, and providing education and training services and related learning support services.
3. The Child Development Associate Foundations course is a laboratory course addressing the knowledge and skills related to applying Child Development Associate Competency Standards in early childhood environments and understanding how these competencies help young children move with success from one developmental stage to the next.
4. Students are encouraged to participate in extended learning experiences such as career and technical student organizations and other leadership or extracurricular organizations.
5. Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.

## (b) Knowledge and Skills Statements

- (1) The student identifies professional standards/employability skills as required by business and industry. The student is expected to:
  - (A) demonstrate effective written communication;
    - (i) demonstrate effective written communication
  - (B) practice various forms of communication such as verbal and non-verbal communication skills used in education and career settings;
    - (i) practice various forms of communication used in education settings
    - (ii) practice various forms of communication used in career settings
  - (C) apply decision-making skills;
    - (i) apply decision-making skills
  - (D) identify and exhibit characteristics of professionalism; and
    - (i) identify characteristics of professionalism
    - (ii) exhibit characteristics of professionalism
  - (E) develop effective work ethic practices.
    - (i) develop effective work ethic practices

- (2) The student understands the need for establishing a safe, healthy learning environment for young children. The student is expected to:
- (A) describe a safe physical setting for an indoor classroom environment;
    - (i) describe a safe physical setting for an indoor classroom environment
  - (B) describe a safe physical setting for an outdoor play environment;
    - (i) describe a safe physical setting for an outdoor play environment
  - (C) compare and contrast the learning environments for childcare settings such as preschool, infant-toddler, family childcare, and home visitor environments;
    - (i) compare and contrast the learning environments for childcare settings
  - (D) identify practices that promote health and prevent illness in an early childhood classroom; and
    - (i) identify practices that promote health in an early childhood classroom
    - (ii) identify practices that prevent illness in an early childhood classroom
  - (E) identify components of a learning environment that promotes engagement, play, exploration, and learning of all children, including children with special needs.
    - (i) identify components of a learning environment that promotes engagement, including children with special needs
    - (ii) identify components of a learning environment that promotes play, including children with special needs
    - (iii) identify components of a learning environment that promotes exploration, including children with special needs
    - (iv) identify components of a learning environment that promotes learning of all children, including children with special needs
- (3) The student recognizes the importance of advancing each child's physical and intellectual competence in the early childhood classroom through a variety of developmentally appropriate equipment, learning experiences, and teaching strategies. The student is expected to:
- (A) analyze the methods for promoting physical development in young children;
    - (i) analyze the methods for promoting physical development in young children
  - (B) investigate strategies for promoting cognitive development in young children;
    - (i) investigate strategies for promoting cognitive development in young children
  - (C) investigate techniques for promoting language and early literacy in young children, including dual-language learners; and
    - (i) investigate techniques for promoting language in young children, including dual-language learners
    - (ii) investigate techniques for promoting early literacy in young children, including dual-language learners

(D) investigate and explain reasons for promoting creative expression and creative abilities in young children.

- (i) investigate reasons for promoting creative expression in young children
- (ii) investigate reasons for promoting creative abilities in young children
- (iii) explain reasons for promoting creative expression in young children
- (iv) explain reasons for promoting creative abilities in young children

(4) The student analyzes social and emotional development in young children. The student is expected to:

(A) summarize the value of developing a warm, positive, supportive, and responsive relationship with each child;

- (i) summarize the value of developing a warm relationship with each child
- (ii) summarize the value of developing a positive relationship with each child
- (iii) summarize the value of developing a supportive relationship with each child
- (iv) summarize the value of developing a responsive relationship with each child

(B) explain the value of helping each child learn about and take pride in the child's individual and cultural identity;

- (i) explain the value of helping each child learn about the child's individual identity
- (ii) explain the value of helping each child learn about the child's cultural identity
- (iii) explain the value of helping each child take pride in the child's individual identity
- (iv) explain the value of helping each child take pride in the child's cultural identity

(C) research and explain the significance of helping each child function effectively in a group setting, express feelings, and acquire social skills; and

- (i) research the significance of helping each child function effectively in a group setting
- (ii) research the significance of helping each child express feelings
- (iii) research the significance of helping each child acquire social skills
- (iv) explain the significance of helping each child function effectively in a group setting
- (v) explain the significance of helping each child express feelings
- (vi) explain the significance of helping each child acquire social skills

(D) identify and discuss adverse childhood experiences and their potential impact.

- (i) identify adverse childhood experiences
- (ii) identify [the] potential impact [of adverse childhood experiences]
- (iii) discuss adverse childhood experiences
- (iv) discuss [the] potential impact [of adverse childhood experiences]

(5) The student discusses the need for providing positive guidance in an early childhood classroom. The student is expected to:

(A) summarize the importance of a classroom management plan;

- (i) summarize the importance of a classroom management plan

- (B) explain the importance of positively addressing challenging behaviors; and
    - (i) explain the importance of positively addressing challenging behaviors
  - (C) compare various positive guidance techniques.
    - (i) compare various positive guidance techniques
- (6) The student describes the benefits of objective observations and assessments of young children in the early childhood classroom. The student is expected to:
- (A) investigate and compare various observation tools and strategies;
    - (i) investigate various observation tools
    - (ii) investigate various observation strategies
    - (iii) compare various observation tools
    - (iv) compare various observation strategies
  - (B) analyze how observations impact curriculum planning and individualized teaching; and
    - (i) analyze how observations impact curriculum planning
    - (ii) analyze how observations impact individualized teaching
  - (C) describe how objective observations are used to build productive relationships with families.
    - (i) describe how objective observations are used to build productive relationships with families
- (7) The student examines the importance of positive and productive relationships with families of young children. The student is expected to:
- (A) investigate and describe different family structures;
    - (i) investigate different family structures
    - (ii) describe different family structures
  - (B) describe ways to establish partnerships with families; and
    - (i) describe ways to establish partnerships with families
  - (C) describe methods for effectively communicating with families.
    - (i) describe methods for effectively communicating with families
- (8) The student analyzes the components of operating an effective, professional early childhood program. The student is expected to:
- (A) discuss the importance of establishing and maintaining professional relationships within an early childhood program;
    - (i) discuss the importance of establishing professional relationships within an early childhood program
    - (ii) discuss the importance of maintaining professional relationships within an early childhood program
  - (B) research various techniques for navigating disagreements or conflicts between personnel of an early childhood program;
    - (i) research various techniques for navigating disagreements or conflicts between personnel of an early childhood program

- (C) investigate the qualities of teaching with intentionality; and
    - (i) investigate the qualities of teaching with intentionality
  - (D) explain the importance of advocating for early childhood education.
    - (i) explain the importance of advocating for early childhood education
- (9) The student documents technical knowledge and skills. The student is expected to:
- (A) assemble professional portfolio components such as a resume, samples of learning experiences, service-learning log, and assessment results; and
    - (i) assemble professional portfolio components
  - (B) present the portfolio to interested stakeholders such as industry professionals, parents, community members, campus teachers and administrators, and peers.
    - (i) present the portfolio to interested stakeholders