CONTENT STANDARD 1.0: RECOGNIZE ROLES, RESPONSIBILITIES, AND HEALTHY PARENTING PRACTICES

Performance Standard 1.1: Examine The Structure, Roles, And Functions Of Families

1.1.1 Identify the family structure and the ways families can be formed.
1.1.2 List functions of the family.
1.1.3 Explain how families have changed over the years.
1.1.4 Describe stages of the family life cycle.
1.1.5 Discuss the phenomenon of grandparents raising grandchildren.
1.1.6 Explain influences that make each family unique.

Performance Standard 1.2: Analyze Factors that Pertain to Parenting Readiness

1.2.1 Identify qualities needed by effective parents.
1.2.2 Identify the multiple roles of parents.
1.2.3 Explain the contributing factors to parenting readiness (emotional, financial, physical, intellectual/education).
1.2.4 Explain the reasons to plan for parenthood.
1.2.5 Describe the vital role of parents in children’s development.
1.2.6 Identify the rewards and responsibilities of parenting.
1.2.7 Explain the decision-making process related to becoming parents.
1.2.8 Discuss parenting choices and decisions.
1.2.9 Describe challenges and risks teens parents face today.
1.2.10 Evaluate reasons some people choose not to parent.

Performance Standard 1.3: Examine the Realities of Becoming a Parent

1.3.1 Explain popular myths about parenting.
1.3.2 Explain personal adjustments for parenting.
1.3.3 Identify parenting roles throughout the life cycle.
1.3.4 Calculate the financial responsibilities of parenthood at various stages of the family life cycle.
1.3.5 State the legal responsibilities of parents through the life cycle.
1.3.6 Evaluate options for the physical care of children.
1.3.7 Compare the effects of career options on lifestyle and child rearing.
1.3.8 Apply management processes to balance home and work responsibilities.

Performance Standard 1.4: Explore Parental Responsibility to Nurture, Guide And Discipline

1.4.1 Explain how children learn behavior patterns.
1.4.2 Define guidance, discipline, and consequences.
1.4.3 Compare short-term and long-term outcomes of guidance, discipline, and consequences.
1.4.4 Compare various parenting styles.
1.4.5 Identify the importance of age-appropriate expectations.
1.4.6 Explain how individual differences, relationships, and situations influence choice of guidance and discipline techniques.
1.4.7 Demonstrate appropriate communication skills at various stages of development.
1.4.8 Discuss ways to encourage children to express feelings.
1.4.9 Evaluate nurturing practices that support growth and development.
1.4.10 Practice positive guidance and discipline to promote self-discipline, self-esteem, and socially responsible behavior.

**CONTENT STANDARD 2.0: ANALYZE PHYSICAL AND EMOTIONAL FACTORS RELATED TO STARTING A FAMILY**

**Performance Standard 2.1: Examine the Biological Process of Human Development**
- 2.1.1 Identify factors that influence family planning decisions.
- 2.1.2 Explain the male and female role in reproduction.
- 2.1.3 Explain the importance of pre-pregnancy health of mother and father.
- 2.1.4 Explain the role of heredity and genetics.
- 2.1.5 Identify causes of infertility.
- 2.1.6 Explain legal and ethical impacts of reproductive technology.
- 2.1.7 Research alternatives to biological parenthood.

**Performance Standard 2.2: Examine Pregnancy Prenatal Development**
- 2.2.1 Describe the process of conception.
- 2.2.2 Describe highlights of month-by-month prenatal development.
- 2.2.3 Identify signs that may indicate pregnancy.
- 2.2.4 Describe physical and emotional changes that occur during pregnancy.
- 2.2.5 Identify factors contributing to the overall health of the mother and father.
- 2.2.6 Explain the father’s role during pregnancy.
- 2.2.7 Describe complications that may occur during pregnancy.

**Performance Standard 2.3: Analyze Prenatal Care that Affect the Health of the Parents and the Child**
- 2.3.1 Explain the importance of quality prenatal medical care early in pregnancy.
- 2.3.2 Describe medical care needed.
- 2.3.3 Evaluate nutritional needs during pregnancy.
- 2.3.4 Explain why proper weight gain is important.
- 2.3.5 Explain the importance of exercise.
- 2.3.6 Identify factors that increase health risks to mother and baby.

**Performance Standard 2.4: Examine Childbirth Preparation**
- 2.4.1 Explain the benefits of prepared childbirth classes.
- 2.4.2 Compare childbirth methods.
- 2.4.3 Compare available birthing options and financial obligations.
- 2.4.4 Determine essential baby supplies for the newborn.
- 2.4.5 Compare breast-feeding and bottle-feeding.
- 2.4.6 Explain parental leave.
- 2.4.7 Identify factors to consider when selecting a doctor for the baby.

**Performance Standard 2.5: Examine the Process of Labor and Delivery**
- 2.5.1 Describe the signs of labor.
2.5.2 Explain common procedures before, during and after birth.
2.5.3 Identify key events during the stages of labor.
2.5.4 Explain the importance of bonding.
2.5.5 Describe appropriate post-natal care for mother.
2.5.6 Describe the father’s role during childbirth and post-natal period.
2.5.7 Explain the role of family in the birthing process.

**CONTENT STANDARD 3.0: ANALYZE GROWTH AND DEVELOPMENT OF CHILDREN**

**Performance Standard 3.1: Recognize Changes During the First Days After Birth**

3.1.1 Describe the appearance and abilities of a newborn.
3.1.2 Demonstrate proper techniques to caring for a newborn.
3.1.3 Describe a newborn’s sleeping habits.

**Performance Standard 3.2: Analyze the Development of Infants from Birth to One Year**

3.2.1 Describe physical, emotional, social, and intellectual development of infants.
3.2.2 List strategies to enhance development of infants through activities and play.
3.2.3 Investigate the nutritional needs of infants.
3.2.4 Investigate hygiene, health and safety needs of infants.
3.2.5 Identify preventive health care resources.
3.2.6 Research developmental theories of infants.
3.2.7 Report brain research related to infant learning and development.
3.2.8 Describe strategies to meet individual developmental challenges and special needs.
3.2.9 Practice infant care using baby simulator or other hands-on experience.

**Performance Standard 3.3: Examine the development in Toddlers and Preschoolers**

3.3.1 Describe physical, emotional, social, and intellectual needs and growth patterns.
3.3.2 Describe strategies to enhance development of children through activities and play.
3.3.3 Prepare developmentally appropriate activities and instructional aids.
3.3.4 Plan and supervise play and other activities to help children grow and develop.
3.3.5 Explain the nutritional needs of young children.
3.3.6 Plan and supervise age-appropriate food experiences.
3.3.7 Explain hygiene, health, and safety needs of young children.
3.3.8 Identify preventive health care resources.
3.3.9 Research developmental theories in growth and development of children.
3.3.10 Outline brain research related to early childhood learning and development.
3.3.11 Plan, organize, and operate a preschool and/or other teaching experience.
3.3.12 Plan and organize activities that are age-appropriate for preschoolers.
3.3.13 Document observations in a daycare, preschool or early childhood setting.

**Performance Standard 3.4: Explore the Connection Between Nutrition and Wellness in Children**

3.4.1 Discuss malnutrition, under-nutrition, over-nutrition issues.
3.4.2 Summarize mental health characteristics

Performance Standard 3.5: Explore Influences of Culture and Environment on Growth and Development

3.5.1 Investigate how children are viewed in a variety of ethnicities and cultures
3.5.2 Explain how culture and ethnicity influence child-rearing practices
3.5.3 Describe personal attitudes that influence cultural bias
3.5.4 Identify risk factors that affect child well-being
3.5.5 Explain the impact of social, economic and technological forces on growth and development
3.5.6 Relate the effects of life events on physical and emotional development
3.5.7 Compare the short-term and long-term effects of these risk factors on development, school performance, and quality of life
3.5.8 Associate negative outcomes with risk factors of young children
3.5.9 Locate community resources enhance child well-being and strengthen

CONTENT STANDARD 4.0: RECOGNIZE CHALLENGES FACED BY FAMILIES

Performance Standard 4.1: Explore Child Care Services

4.1.1 List factors affecting child-care decisions.
4.1.2 Identify available child-care alternatives.
4.1.3 Compare costs vs. quality related to child care options.
4.1.4 Compare criteria for evaluating quality child-care services.
4.1.5 Evaluate child-care services available to parents.
4.1.6 Describe common concerns of parents who use substitute child care.

Performance Standard 4.2: Examine the Impact of the Family Stressors

4.2.1 Identify methods of managing various stress and crisis situations.
4.2.2 Explain the effects of the loss of a child.
4.2.3 Explain the effects of parental death and divorce on children.
4.2.4 Research the effects of children raised in single parent, and blended households.
4.2.5 Describe the effects of substance abuse and domestic violence.
4.2.6 Identify stressors related to caring for a child with developmental challenges and special needs.
4.2.7 List resources available to meet the needs of children with developmental challenges and special needs.
4.2.8 Explain the effects of job loss and financial crises on the family.
4.2.9 Summarize community resources available for parents.

Performance Standard 4.3: Examine Child Abuse and Neglect

4.3.1 Define child abuse and child neglect.
4.3.2 Review current laws related to parenting.
4.3.3 Identify factors that contribute to situations of child abuse and neglect.
4.3.4 Describe outcomes of child abuse and child neglect.
4.3.5 Research strategies for managing anger, frustration, separation, and loss.
4.3.6 Discuss legal responsibilities for reporting suspected child abuse and neglect.
**Performance Standard 4.4: Research Sources of Parenting Information, Support and Assistance**

4.4.1 Explain the needs for parenting information, support, and assistance.
4.4.2 Identify components of an effective parenting support system.
4.4.3 Locate community resources of parenting information, support, and assistance.
4.4.4 Evaluate external support systems that provide services to parents.

**CONTENT STANDARD 5.0: EXPLORE CAREER OPPORTUNITIES IN EARLY CHILDHOOD PROFESSIONS**

**Performance Standard 5.1: Explain Available in Careers Related to Young Children**

5.1.1 Identify career opportunities in child-related fields.
5.1.2 Describe trends that affect child-related careers.
5.1.3 Research early childhood careers and career ladders or pathways.
5.1.4 Explain rewards and challenges of working with young children.
5.1.5 Describe how to find secure employment.
5.1.6 Explain the benefits of participating in student and/or professional organizations.
5.1.7 Complete a FCCLA Career Connection or Leaders at Work project.

**CONTENT STANDARD 6.0: INVESTIGATE CAREER OPPORTUNITIES IN EARLY CHILDHOOD PROFESSIONS**

**Performance Standard 6.1: Explore Various Career Paths within Early Childhood Services**

6.1.1 Identify a variety of early childhood professions.
6.1.2 Describe the roles and functions of individuals engaged in early childhood education, and services.
6.1.3 Identify opportunities for employment and entrepreneurial endeavors.
6.1.4 Compare the job outlook for various careers in early childhood.

**Performance Standard 6.2: Explore Career Opportunities in Various Types of Child Care Settings**

6.2.1 Identify various types of child care and early education programs.
6.2.2 Compare the functions and purposes of child care facilities.
6.2.3 Determine the roles and functions of individuals engaged in child care services.
6.2.4 List career options and employment opportunities in child care services.
6.2.5 Explain the purpose and importance of program accreditation and licensure.

**Performance Standard 6.3: Examine the Qualifications for Career Paths in Early Childhood Professions**

6.3.1 Identify professional qualifications necessary for various occupations in early childhood professions.
6.3.2 Compare educational requirements of various levels of early childhood professions.
6.3.3 Describe certification and continuing education opportunities for early childhood professions.
6.3.4 Describe personal characteristics and qualifications needed to work with young children.
CONTENT STANDARD 7.0: ANALYZE GROWTH AND DEVELOPMENT OF THE YOUNG CHILD

Performance Standard 7.1: Review Childhood Development Theories and Developmental Stages of Children

7.1.1 Identify and review the various developmental theories.
7.1.2 Identify and review the ages and developmental stages/domains of children.
7.1.3 Review developmental goals.
7.1.4 Review brain development.
7.1.5 Review the impact of childhood experiences on brain development.

Performance Standard 7.2: Observe and Record the Behavior of Infants and Young Children

7.2.1 Name assessment purposes.
7.2.2 Outline appropriate assessment criteria.
7.2.3 Select assessment method critique standardized assessment.
7.2.4 Practice recording various observational forms.
7.2.5 Explain appropriate use of observational records.
7.2.6 Record objective observations.
7.2.7 Explain and use observational records to plan curriculum which is age appropriate.

CONTENT STANDARD 8.0: PROMOTE POSITIVE GUIDANCE OF THE YOUNG CHILD

Performance Standards 8.1: Demonstrate Techniques for Positive Guidance and Discipline

8.1.1 Apply positive behavior management techniques.
8.1.2 Describe developmentally appropriate guidance and discipline guidelines.
8.1.3 Demonstrate interpersonal skills that promote positive and productive relationships with children.
8.1.4 Demonstrate acceptance of children’s feelings.
8.1.5 Assist in developing independence through self-help routines.
8.1.6 Assist children in learning problem-solving skills.
8.1.7 Identify problem behaviors.

Performance Standard 8.2: Development Skills for Promoting Positive Relationships with Parents and Caregivers

8.2.1 Explain anti-bias approach.
8.2.2 Identify strategies for constructive and supportive interactions with families.
8.2.3 Establish positive communication with parents and caregivers.
8.2.4 Create a newsletter for families about their children’s experiences.
8.2.5 Compile a list of strategies for linking the home and the early childhood programs.
**CONTANT STANDARD 9: DEMONSTRATE DEVELOPMENTALLY APPROPRIATE PRACTICES FOR EARLY CHILDHOOD SERVICES**

**Performance Standard 9.1: Demonstrate Integration of Curriculum and Instruction to Meet Developmental Needs and Interests**

| 9.1.1 | Identify activity planning needs based upon observations of infants, toddlers and young children. |
| 9.1.2 | Assist with the planning of developmentally appropriate activities that promote exploration, discovery, and development. |
| 9.1.3 | Plan and develop various learning materials. |
| 9.1.4 | Assist in the planning and implementation of schedules, routines, and transitions. |
| 9.1.5 | Plan clearly defined, age appropriate activities for infants, toddlers, and young children. |
| 9.1.6 | Teach and evaluate health and safety curriculum topic. |
| 9.1.7 | Evaluate curricula activities and revise as needed. |

**Performance Standard 9.2: Organize and Lead Developmentally Appropriate Activities to Stimulate Physical, Cognitive, Social, Emotional and Language Growth**

| 9.2.1 | Explain the importance of various types of play in the lives of young children. |
| 9.2.2 | Compare the various types of play through early childhood. |
| 9.2.3 | Teach developmentally appropriate activities that promote (large and small motor skills) (languages and literacy) (math and science skills) (social skills) (creative expression). |

**Performance Standard 9.3: Examine Developmental Levels Using Assessment Tools Curricular Planning Purposes**

| 9.3.1 | Identify assessment tools and their purposes. |
| 9.3.2 | Conduct age-appropriate assessments for developmental levels. |
| 9.3.3 | Recognize biological, cultural and environmental influences when assessing children’s development. |
| 9.3.4 | Interpret assessment results. |
| 9.3.5 | Choose activities based on assessment results. |

**Performance Standard 9.4: Development Working with Young Children with Special Needs**

| 9.4.1 | Identify signs of physical, behavioral, and developmental delays. |
| 9.4.2 | Describe characteristics related to young children with special needs. |
| 9.4.3 | Research strategies for the inclusion of young children with special needs. |
| 9.4.4 | Identify activities for young children with special needs. |
| 9.4.5 | Adapt lesson plans to accommodate young children with special needs. |
| 9.4.6 | Explain the role of the professional in working with young children who have special needs. |
| 9.4.7 | Identify agencies or individuals that can assist young children with special needs. |

**CONTENT STANDARD 10: ESTABLISH AND MAINTAIN A SAFE NAD HEALTHFUL LEARNING ENVIRONMENT**

**Performance Standard 10.1: Demonstrate a Safe Learning Environment for Children**

| 10.1.1 | Identify factors that contribute to a safe early childhood indoor/outdoor environment. |
| 10.1.2 | Describe field trip safety rules and procedures. |
### Performance Standard 10.2: Provide and Maintain a Healthy Environment for Children

10.2.1 Assist in meeting general hygiene needs of infants, toddlers, and children.
10.2.2 Demonstrate and model correct hand washing and diaper changing procedures.
10.2.3 Explain typical illness policies for early childhood programs.
10.2.4 Identify signs of illness, allergies, body temperature, and/or discomfort in infants, toddlers, and children.
10.2.5 Research health policies, practices, and procedures for employees and children.
10.2.6 Discuss the importance of childhood immunizations.
10.2.7 Acquire an Infant-Child CPR/first aid certificate.
10.2.8 Identify symptoms and behaviors of child abuse and neglect.
10.2.9 Discuss the legal responsibility of employees in reporting suspected child abuse and neglect.

### Performance Standard 10.3: Recognize Food Experiences for Children that Promote Healthy Eating

10.3.1 Identify the nutritional needs of infants, toddlers, and children.
10.3.2 Assist in planning, preparing, and serving nutritious snacks and meal.
10.3.3 Identify cultural issues that impact feeding young children.
10.3.4 Develop activities for children to assist with the preparation of snacks and meals.
10.3.5 Incorporate strategies for introducing new foods.
10.3.6 Assist children in developing table manners and positive eating habits.
10.3.7 Identify appropriate feeding utensils for young children.

### CONTENT STANDARDS 11: DEVELOP EMPLOYMENT ABILITY SKILLS IN EARLY CHILDHOOD PROFESSIONS

#### Performance Standard 11.1: Demonstrate Skills Needed to Obtain Employment

11.1.1 Assess personal interests and aptitudes.
11.1.2 Identify personal career goals.
11.1.3 Locate and utilize employment resources.
11.1.4 Complete personal resume, job applications, simulated interviews, and follow-up procedures.
11.1.5 Demonstrate positive interpersonal communication skills.
11.1.6 Create an employment portfolio for early childhood professions.

#### Performance Standard 11.2: Explore Skills Needed to Maintain Employment

11.2.1 Review employer expectations regarding job performance, work habits, attitudes, personal appearance and hygiene.
11.2.2 Demonstrate professional work habits and attitudes.
11.2.3 Practice working cooperatively in a team environment.
11.2.4 Demonstrate decision making and problem-solving skills.
11.2.5 Discuss balancing work life and personal life.
11.2.6 Review and analyze the NAEYC Code of Ethical Conduct.

**Performance Standards 11.3: Recognize Skills Needed to Advance in Employment**

11.3.1 Identify opportunities and resources to continue education and training.
11.3.2 Summarize leadership opportunities in early childhood professions.
11.3.3 Evaluate factors involved in considering a new position.
11.3.4 Demonstrate skills needed to positively terminate employment.

**Performance Standards 11.4: Demonstrate Professional Practices and Standards Related to Working with Children**

11.4.1 Outline how a legislative bill is passed.
11.4.2 Identify current issues and legislation relating to early childhood professions.
11.4.3 Compare federal, state, and local standards, policies, regulations and laws that impact early childhood professions.
11.4.4 Practice advocating for legislation affecting young children.
11.4.5 Apply professional ethical standards when working with children.
11.4.6 Practice enthusiasm, initiative, and commitment to program goals.