

**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.

4.3.7 Develop a STOP the Violence or Advocacy FCCLA STAR Event project.

#### **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.

**CONTENT 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 AND 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.

- 10.1.3 Manage physical space to maintain a safe and healthy learning environment.
- 10.1.4 Demonstrate state and local regulations that support safe and healthy practices.
- 10.1.5 Explain information on security, emergency and medical procedures.
- 10.1.6 Discuss with children safety rules and making safe choices.
- 10.1.7 Practice strategies to teach children personal safety habits.
- 10.1.8 Practice security, emergency, and medical procedures with staff and children.
- 10.1.9 Follow established safety procedures for indoor/outdoor equipment.

### **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.