

## Colorado CTE Course – Scope and Sequence

Course Name	ECE 101		Course Details	Total class time 2880 minutes	
			Course = 0.50 Carnegie Unit Credit		
<b>Course Description</b>	<p>This introduction to Early Childhood Education course is designed to provide the skills needed to secure employment as a teaching assistant in a childcare center, preschool, or elementary school. Focus is on ages birth to eight. Students enrolled in the program receive training in the classroom setting and in a licensed child care facility.</p> <p>Included are the eight key areas of professional knowledge: ● Child Growth and Development; ● Health, Nutrition and Safety; ● Developmentally Appropriate Practices; ● Guidance; ● Family and Community Relationships; ● Diversity; ● Professionalism; ● Administration and Supervision</p>				
<b>Note:</b>	<p>This is a suggested scope and sequence for the course content. The content will work with any textbook or instructional resource. If locally adapted, make sure all essential knowledge and skills are covered.</p>				
SCED Identification #	<p>Schedule calculation based on 60 calendar days of a 90-day semester. Scope and sequence allows for additional time for guest speakers, student presentations, field trips, remediation, or other content topics.</p>				
<p>All courses taught in an approved CTE program must include Essential Skills embedded into the course content. The Essential Skills Framework for this course can be found at <a href="https://www.cde.state.co.us/standardsandinstruction/essentialskills">https://www.cde.state.co.us/standardsandinstruction/essentialskills</a> The technical standards for Family and Consumer Sciences are found on the National Administrators for Family and Consumer Sciences website at <a href="http://www.nasafacs.org/national-standards-and-competencies.html">http://www.nasafacs.org/national-standards-and-competencies.html</a></p>					
Instructional Unit Topic <a href="#">(Colorado Common Course Numbering System Topical Outline)</a>	Suggested Length of Instruction	CTE or Academic Standard Alignment <a href="#">(NAEYC Standards for Initial Early Childhood Professional Preparation)</a>	Competency / Performance Indicator <a href="#">(Colorado Common Course Numbering System Standard Competencies)</a>	Outcome / Measurement (subject to individual program/instructor)	CTSO Integration (FCCLA STAR Events and National Programs)
<p>I. Evidence-based practice:</p> <p>a. Identify research</p> <p>b. Observation and collection of evidence</p>	217 min	<p>Standard 1. Promoting Child Development and Learning</p> <p>Standard 3. Observing, Documenting, and Assessing to Support Young Children and Families</p>	<p>1. Demonstrate an understanding of professionalism in Early Childhood Education including:</p> <p>-following the NAEYC Code of Ethical Conduct;</p>	<p>Explain the benefits of high quality Early Childhood Education</p> <p>Describe types of observations methods</p> <p>Outline evidence based practice and curriculum</p>	<p>Career Investigation</p> <p>Early Childhood Education</p> <p>Teach and Train</p>

			<ul style="list-style-type: none"> <li>-demonstrating oral and written communication skills;</li> <li>-working collaboratively as a team;</li> <li>-exploring career options</li> </ul>		
<p>II. History and theories in early childhood education</p> <p><b>a.</b>History</p> <p><b>b.</b>Theories and theorists</p>	217 min	<p>Standard 1. Promoting Child Development and Learning 1.b: knowing and understanding the multiple influences on early development and learning</p> <p>Standard 6. Professionalism as an Early Childhood Educator</p>	<p>1.Demonstrate an understanding of professionalism in Early Childhood Education including:</p> <ul style="list-style-type: none"> <li>-following the NAEYC Code of Ethical Conduct;</li> <li>-demonstrating oral and written communication skills;</li> <li>-working collaboratively as a team;</li> <li>-exploring career options</li> </ul>	<p>Explain why professional educators need to know the history of early childhood education</p> <p>Describe how theory impacts current teaching practices</p> <p>Identify and summarize the major theories/theorists and their influence in early childhood education</p> <p>Identify the basic beliefs essential for high quality programs</p>	<p>Teach and Train</p> <p>Early Childhood Education</p> <p>Technology in Education</p> <p>Toys that Teach</p> <p>Focus on Children</p>
<p>III. Developmental domains and milestones, birth through 8 years</p> <p><b>a.</b>Physical</p> <p><b>b.</b>Cognitive</p> <p><b>c.</b>Social</p> <p><b>d.</b>Emotional</p> <p><b>e.</b>Language</p>		<p>Standard 1. Promoting Child Development and Learning:</p> <p>1a. Knowing and understanding young children’s characteristics and needs, from birth through age 8</p> <p>1c. Using developmental knowledge to create healthy, respectful, supportive, and challenging learning</p>	<p>2.Identify developmental milestones for children ages birth through 8 years in each developmental domain:</p> <p>Physical</p> <p>Cognitive</p>	<p>Explain the characteristics of infants &amp; toddlers and how you can support their physical, motor, social, emotional, cognitive, and language development</p> <p>Explain the characteristics of preschoolers and how you can support their physical, motor,</p>	<p>Teach and Train</p> <p>Early Childhood Education</p> <p>Toys that Teach</p>

		<p>environments for growing children</p> <p>Standard 4. Using developmentally effective approaches</p> <p>Standard 5. Using content knowledge to build meaningful curriculum</p>	<p>Social</p> <p>Emotional</p> <p>Language</p>	<p>social, emotional, cognitive, and language development</p> <p>Explain the characteristics of school age children and how you can support their physical, motor, social, emotional, cognitive, and language development</p>	<p>Focus on Children</p>
<p>IV. Developmentally appropriate practice</p> <p><b>a. Key Components</b></p> <p>i. Creating a caring community of learners</p> <p>ii. Teaching to enhance development and learning</p> <p>iii. Planning appropriate curriculum</p> <p>iv. Assessing children's development and learning</p> <p>v. Developing reciprocal relationships with families</p> <p>vi. Culturally appropriate</p>	<p>217 min</p>	<p>Standard 1. Promoting Child Development and Learning:</p> <p>Standard 2. Building Family and Community Relationships</p> <p>Standard 3. Observing, Documenting, and Assessing to Support Young Children and Families</p> <p>Standard 4. Using Developmentally Effective Approaches</p> <p>Standard 5. Using Content Knowledge to Build Meaningful Curriculum</p>	<p>4. Define developmentally and culturally appropriate practices for programs serving young children</p> <p>6. Identify strategies for building relationships with families and the local community</p> <p>10. Practice child observation skills used in early childhood program settings, including direct and indirect observation, and objective documentation</p> <p>11. Identify links between observation and assessments to create individualized learning goals</p>	<p>Describe developmentally appropriate practice curriculum for birth through age 8 children</p> <p>Identify the types of child care and describe how they can serve children and families</p> <p>List the characteristics of quality education and care</p> <p>Describe the basic features of program models such as High Scope, Montessori, and Reggio Emilia</p> <p>Explain the services that Head Start and Early Head Start provide for low-income families and the importance of working with different learning modalities</p> <p>Describe the similarities and differences between the Project Approach and Creative Curriculum</p>	<p>Teach and Train</p> <p>Early Childhood Education</p> <p>Toys that Teach</p> <p>Focus on Children</p>

<p><b>b. Practical Application</b></p> <ul style="list-style-type: none"> <li>i. Play</li> <li>ii. Adult/child interaction</li> <li>iii. Environment</li> <li>iv. Curriculum Planning</li> <li>v. Observation and assessment</li> </ul>				<p>Describe how to prepare an enriched environment that supports children’s development, and identify the components of developmentally appropriate curriculum for children birth through age 8</p> <p>Describe the types of play children will engage in, and explain how to support birth-age 8 in play</p>	
<p>V. Curriculum models in early childhood education</p>		<p>Standard 5. Using Content Knowledge to Build Meaningful Curriculum</p>	<p>8. Identify appropriate guidance techniques and classroom management strategies</p> <p>10. Practice child observation skills used in early childhood program settings, including direct and indirect observation, and objective documentation</p> <p>11. Identify links between observation and assessments to create individualized learning goals.</p>	<p>Describe the basic features of program models such as High Scope, Montessori, and Reggio Emilia</p> <p>Explain the services that Head Start and Early Head Start provide for low-income families and the importance of working with different learning modalities</p> <p>Describe the similarities and differences between the Project Approach and Creative Curriculum</p> <p>Describe the essential curriculum areas and instructional practices used in grades K-3</p>	<p>Teach and Train</p> <p>Early Childhood Education</p> <p>Toys that Teach</p> <p>Focus on Children</p>

<p>VI. Health, safety and nutrition</p> <p><b>a. Best Practices</b></p> <p><b>b. Regulatory Compliance</b></p>	<p>102 min</p> <p>103 mi</p>	<p>Standard 1. Promoting Child Development and Learning in Context</p> <p>Standard 2. Building Family and Community Partnerships</p> <p>Standard 5. Using Content Knowledge in Early Childhood Curriculum to Build Meaningful Curriculum</p> <p>Standard 6. Becoming a Professional</p>	<p>3. Describe best practices for health, safety, and nutrition for young children and apply state regulatory requirements</p> <p>9. Demonstrate basic knowledge of national, state, and local regulatory agencies and quality initiatives</p>	<p>Explain the rules and regulations for health and sanitation of Child Care Centers</p> <p>Describe the importance for implementing all rules and regulations in centers</p> <p>Explain the impact of teachers and families on young children's eating habits</p> <p>Describe influencing factors on nutritional choices</p>	<p>Teach and Train</p> <p>Early Childhood Education</p> <p>Toys that Teach</p> <p>Focus on Children</p>
<p>VII. Guidance strategies</p> <p><b>a. Building caring relationships with children and families</b></p> <p><b>b. Direct guidance strategies</b></p> <p><b>c. Indirect guidance strategies</b></p>	<p>262 min</p>	<p>Standard 1. Promoting Child Development and Learning</p> <p>Standard 3. Observing, Documenting, and Assessing to Support Young Children</p> <p>Standard 4. Using Developmentally Effective Approaches</p>	<p>8. Identify appropriate guidance techniques and classroom management strategies</p> <p>6. Identify strategies for building relationships with families and the local community</p>	<p>Define guidance, and explain what it is important for you to know how to guide children's behavior</p> <p>Explain the key foundational practices of guiding behavior in a community of learners</p>	<p>Teach and Train</p> <p>Early Childhood Education</p> <p>Toys that Teach</p> <p>Focus on Children</p>
<p>VII. Family and community relationships</p> <p><b>a. Collaboration</b></p>	<p>217 min</p>	<p>Standard 2. Building Family and Community Relationships</p> <p>Standard 3. Observing, Documenting, and Assessing to Support Young Children</p>	<p>6. Identify strategies for building relationships with families and the local community</p> <p>12. Identify the importance of communicating</p>	<p>Explain contemporary views of parent and family involvement</p> <p>Describe how you and other early childhood professional can involve diverse parents and families</p>	<p>Digital stories for change</p> <p>Focus on Children</p>

<ul style="list-style-type: none"> <li>i. Family as child's first teacher</li> <li>ii. Partnerships</li> <li>iii. Communication</li> </ul> <p><b>b. Sharing credible resources</b></p>		<p>Standard 4. Using Developmentally Effective Approaches</p>	<p>observation and assessment information to families in a sensitive manner</p>		
<p>IX. Diversity and cultural competence</p> <ul style="list-style-type: none"> <li><b>a. Categories</b></li> <li><b>b. Culturally sensitive care</b> <ul style="list-style-type: none"> <li>i. Foundations</li> <li>ii. Socialization process</li> <li>iii. Bias</li> </ul> </li> </ul>	<p>217 min</p>	<p>Standard 1. Promoting Child Development and Learning</p> <p>Standard 2. Building Family and Community Relationships</p> <p>Standard 4. Using Developmentally Effective Approaches</p>	<p>5. Explain basic early childhood and early childhood special education terminology</p> <p>7. Explore bias-free attitudes and practices for supporting diversity and inclusion in early childhood programs</p>	<p>Describe the important features of the IDEA act and explain why it is important</p> <p>Describe who children with disabilities are, and explain how you can teach them</p> <p>Define ELs and describe how you can teach them</p> <p>Define multiculturalism and describe how you teach children with diverse backgrounds</p>	<p>Teach and train</p> <p>Early childhood education</p>
<p>X. Inclusion</p> <ul style="list-style-type: none"> <li><b>a. Attitudes and biases</b></li> <li><b>b. Diversity of needs</b> <ul style="list-style-type: none"> <li>i. Disabilities</li> <li>ii. Cultural and ethnic</li> <li>iii. Language</li> </ul> </li> </ul>		<p>Standard 1. Promoting Child Development and Learning</p> <p>Standard 2. Building Family and Community Relationships</p> <p>Standard 4. Using Developmentally Effective Approaches</p>	<p>5. Explain basic early childhood and early childhood special education terminology</p> <p>7. Explore bias-free attitudes and practices for supporting diversity and inclusion in early childhood programs</p>	<p>Describe the important features of the IDEA act and explain why it is important</p> <p>Describe who children with disabilities are, and explain how you can teach them</p> <p>Define ELs and describe how you can teach them</p> <p>Define multiculturalism and describe how you teach</p>	<p>Teach and train</p> <p>Early childhood education</p>

iv. Social and Emotional				children with diverse backgrounds	
XI. National, state, and local regulatory agencies and quality initiatives in ECE	102 min	<p>Standard 1. Promoting Child Development and Learning</p> <p>Standard 2. Building Family and Community Relationships</p> <p>Standard 3. Observing, Documentating, and Assessing to support Young Children and Families</p> <p>Standard 4. Using Developmentally Effective Approaches</p> <p>Standard 5. Using Content Knowledge to Build Meaningful Curriculum</p> <p>Standard 6. Becoming a Professional</p>	9. Demonstrate basic knowledge of national, state and local regulatory agencies and quality initiatives	<p>Identify current issues affecting early childhood education</p> <p>Describe how issues will impact students, teachers and parents</p> <p>Explain how to access standards for children birth to 8</p>	Digital stories for change Focus on Children
<p>XII. Professionalism</p> <p><b>a. Careers</b></p> <p>i. Career Options</p> <p>ii. Professional Organizations</p> <p><b>b. Ethics and Codes of Conduct</b></p>	180 min	<p>Standard 1. Promoting Child Development and Learning</p> <p>Standard 6. Becoming a Professional</p>	<p>1. Demonstrate an understanding of professionalism in Early Childhood Education including:</p> <p>-following the NAEYC Code of Ethical Conduct;</p> <p>-demonstrating oral and written communication skills;</p> <p>-working collaboratively as a team;</p>	<p>Explore professional organizations.</p> <p>Self-assessments related to the teaching career</p> <p>Define Advocacy and list ways to promote ECE</p>	<p>Career Exploration</p> <p>Teach and Train</p> <p>Early Childhood Education</p> <p>Advocacy</p>

