



Spokane Public Schools Early Childhood Education

Course: Early Childhood Education	Total Framework Hours: 180 Hours
CIP Code: 190708	<input type="checkbox"/> Exploratory <input checked="" type="checkbox"/> Preparatory
Career Cluster: Human Services	Date Last Modified: 12/02/2015

Resources and Standard used in Framework Development:
Standards used for this framework are from the OSPI Model Framework for 190708 Early Childhood Education and Services.

Unit 1 SAFE AND HEALTHY ENVIRONMENT	Hours: 25
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Performance Assessment(s):

Licensing and other safety regulations for a child care facility in Washington State to include the following codes and rules:

- Zoning
- Fire and Safety
- Building Codes
- Classroom and playground equipment in reference to child growth and development and abilities at given ages
- Food handling, sanitation, and nutrition including information from representative children’s cultures
- Child Abuse
- Emergency Response
- NAEYC Code of Ethics

Teacher Observation:
-Student is observed integrating health and safety activities into the daily routine.

Written Philosophy and Mission Statement:
-Using the NAEYC Code of Ethics, students develop a philosophy statement, mission statement and goals concerning an appropriate ECE program.

Students obtain:
-Background Check Clearance

Leadership Alignment:

Safety and Healthy Environment - Leadership Alignment

Collaborate with others

3.B.1 Demonstrate ability to work effectively and respectfully with diverse teams.

3.B.2 Exercise flexibility and willingness to be helpful in making necessary compromises to accomplish a common goal.

3.B.3 Assume shared responsibility for collaborative work and value the individual contributions made by each team member.

Standards and Competencies

SP1: Create and Maintain a Safe and Healthy Environment

1.01 Knowledge of licensing regulations and/or center policies and procedures

1.02 Knowledge of child growth and development and the changing abilities of individual children

1.03 Ability to recognize and correct safety hazards and to manage risks by applying appropriate rules and limits in the classroom and on the playground

1.04 Knowledge of medication procedures

1.09 Ability to determine the safety/cleanliness/health appraisal and management procedures of indoor/outdoor spaces and environment relative to the age abilities of children using the space

1.11 Ability to recognize and respond to child's health needs including performing First Aid, CPR and implementing universal precautions and state and federal food program requirements including food handling/sanitation procedures

1.17 Knowledge of food pyramid and nutrition guidelines

1.18 Ability to pass food handler examination

1.2 Knowledge of NAEYC Code of Ethics

Aligned to Washington State Standards

Arts

Communication - Speaking and Listening

Health and Fitness

Fitness 1.1: Develops motor skills and movement concepts as developmentally appropriate.

1.1.1 (Year One) Applies complex motor skills and movement concepts to activities to enhance a physically active life.

Fitness 1.2: Acquires the knowledge and skills to safely participate in a variety of developmentally appropriate physical activities.

1.2.1 (Year One) Applies how to perform activities and tasks safely and appropriately. CBA: Concepts of Health and Fitness

Fitness 1.4: Understands the components of skill-related fitness and interprets information from feedback, evaluation, and self-assessment in order to improve performance.

1.4.1 (Year One) Applies the components of skill-related fitness to physical activity.

Fitness 4.1: Analyzes personal health and fitness information.

4.1.1 (Year One) Analyzes daily health and fitness habits.

Language

Mathematics

CC: Mathematical Practices (MP)

1 - Make sense of problems and persevere in solving them.

2 - Reason abstractly and quantitatively.

3 - Construct viable arguments and critique the reasoning of others.

Reading

CC: Reading for Literacy in Science and Technical Subjects

Key Ideas and Details (11-12)

1 - Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account.

2 - Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.

Craft and Structure (11-12)

4 - Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics.

Integration of Knowledge and Ideas (11-12)

7 - Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.

8 - Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information.

Science

Life Science

HS-LS2-7 Design, evaluate and refine a solution for reducing the impacts of human activities on the environment.

Social Studies

Writing

CC: Writing (11-12)

Text Types and Purposes

- 1 - Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- 3 - Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

CC: Writing for Literacy in History/Social Studies, Science, and Technical Subjects (11-12)

Text Types and Purposes

- 1 - Write arguments focused on discipline-specific content.
- 2 - Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

21st Century Skills

LEARNING AND INNOVATION

Creativity and Innovation

- Think Creatively
- Work Creatively with Others
- Implement Innovations

Creative Thinking and Problem Solving

- Reason Effectively
- Use Systems Thinking
- Make Judgements and Decisions
- Solve Problems

Communication and Collaboration

- Communicate Clearly
- Collaborate with Others

INFORMATION, MEDIA AND TECHNOLOGY SKILLS

Information Literacy

- Access and Evaluate Information
- Use and Manage Information

Media Literacy

- Analyze Media
- Create Media Products

Information, Communications, and Technology (ICT Literacy)

- Apply Technology Effectively

LIFE AND CAREER SKILLS

Flexibility and Adaptability

- Adapt to Change
- Be Flexible

Initiative and Self-Direction

- Manage Goals and Time
- Work Independently
- Be Self-Directed Learners

Social and Cross-Cultural

- Interact Effectively with Others
- Work Effectively in Diverse Teams

Productivity and Accountability

- Manage Projects
- Produce Results

Leadership and Responsibility

- Guide and Lead Others
- Be Responsible to Others

Performance Assessment(s):

Teacher Observation: Meeting Child's Needs

Students are routinely observed nurturing children's self-esteem, promoting self-help skills, cooperation and independence, and optimizing learning by exhibiting respect for the child and his/her culture.

Conversations include use of:

- Open ended questions
- Descriptive statements
- Negotiation skill to encourage children to identify and express their feelings and opinions, choose their own activities and materials, help with tasks in the classroom, and develop skills in problem-solving and conflict resolution.

Leadership Alignment:

Teacher Observation - Leadership Alignment

Interact Effectively with Others

- 9.A.1 Know when it is appropriate to listen and when to speak.
- 9.A.2 Conduct themselves in a respectable, professional manner.

Work Creatively with others

- 1.B.1 Develop, implement and problem-solving skills to influence and guide others toward a goal.
- 1.B.2 Be open and responsive to new diverse perspectives.
- 1.B.4 View failure as an opportunity to learn

Community and Career Skills

- 3.1 The student will analyze the roles and responsibilities of citizenship
- 3.3 The student will understand their role, participate in and evaluate community service and service learning activities
- 3.6 The student will understand the importance of and utilize the components and structure of community-based organizations

Standards and Competencies

SP2: Meet Each Child's Individual Needs and Plan for Group Needs

- 2.01 The student will demonstrate knowledge of child growth and development
- 2.02 The student will demonstrate knowledge of theories about development of self-concept
- 2.03 The student will demonstrate knowledge of how cultures view self-esteem
- 2.04 The student will understand research on temperament traits
- 2.05 The student will be able to teach age-appropriate self-help skills
- 2.06 The student will develop a relationship with children so that they can rely on the student for support and guidance
- 2.07 The student will use positive methods of guidance that are individually and culturally appropriate
- 2.08 The student will respond sensitively to differences in individual children's learning and personality styles
- 2.09 Student will demonstrate knowledge of child growth and development
- 2.1 Student will demonstrate knowledge of brain research
- 2.11 Student will demonstrate knowledge of children's social interactions and group dynamics
- 2.12 Student will help children communicate feelings and needs
- 2.13 Student will use a variety of positive and age appropriate guidance techniques
- 2.14 Student will facilitate the development of children's problem-solving skills
- 2.15 Student will demonstrate knowledge of current research and theories on temperament, learning styles, multiple intelligences and brain development
- 2.16 Student demonstrates knowledge of culturally diverse ways of communicating, including verbal and nonverbal interactions

2.17 Student creates an environment that provides for the inclusion of all children, including children with disabilities, and children with diverse language, socioeconomic and/or cultural backgrounds

Aligned to Washington State Standards

Arts

Communication - Speaking and Listening

Comprehension and Collaboration (11-12)

1 - Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

Presentation of Knowledge and Ideas (11-12)

4 - Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range or formal and informal tasks.

5 - Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

Health and Fitness

Health 2.4: Acquires skills to live safely and reduce health risks.

2.4.2 Evaluates emergency situations, ways to prevent injuries, and demonstrates skills to respond appropriately and safely.

2.4.3 Analyzes stress and how it relates to personal stress-management strategies.

Health 3.1: Understands how family, culture, and environmental factors affect personal health.

3.1.2 Analyzes how environmental factors impact health.

Health 3.2: Evaluates health and fitness information.

3.2.1 Evaluates health and fitness information, products, and services.

Language

Conventions of Standard English (11-12)

Knowledge of Language (11-12)

3 - Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Vocabulary Acquisition and Use (11-12)

4 - Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.

5 - Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

Mathematics CC:

Functions (F) Building

Functions (F-BF)

1 - Write a function that describes a relationship between two quantities.

Linear, Quadratic, and Exponential Models (F-LE)

1 - Distinguish between situations that can be modeled with linear functions and with exponential functions.

CC: Statistics and Probability(S)

Interpreting Categorical and Quantitative Data(S-ID)

Reading

Science

Life Science

HS-LS3-3 Apply concepts of statistics and probability to explain the variation and distribution expressed traits in a population.

Social Studies

Writing

CC: Writing for Literacy in History/Social Studies, Science, and Technical Subjects (11-12)

Text Types and Purposes

- 1 - Write arguments focused on discipline-specific content.
- 2 - Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

Research to Build and Present Knowledge

7 - Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

21st Century Skills

LEARNING AND INNOVATION

Creativity and Innovation

- Think Creatively
- Work Creatively with Others
- Implement Innovations

Creative Thinking and Problem Solving

- Reason Effectively
- Use Systems Thinking
- Make Judgements and Decisions
- Solve Problems

Communication and Collaboration

- Communicate Clearly
- Collaborate with Others

INFORMATION, MEDIA AND TECHNOLOGY SKILLS

Information Literacy

- Access and Evaluate Information
- Use and Manage Information

Media Literacy

- Analyze Media
- Create Media Products

Information, Communications, and Technology (ICT Literacy)

- Apply Technology Effectively

LIFE AND CAREER SKILLS

Flexibility and Adaptability

- Adapt to Change
- Be Flexible

Initiative and Self-Direction

- Manage Goals and Time
- Work Independently
- Be Self-Directed Learners

Social and Cross-Cultural

- Interact Effectively with Others
- Work Effectively in Diverse Teams

Productivity and Accountability

- Manage Projects
- Produce Results

Leadership and Responsibility

- Guide and Lead Others
- Be Responsible to Others

Performance Assessment(s):

Students plan and prepare daily activities (write lesson plans) in all curriculum and developmental skill areas using NAEYC Guidelines for Developmentally Appropriate Practices.

Student Self-assessment; Teacher Observation:

Using a video camera, students record, for later observation and assessment their ability to:

-Supportively give directions

-Kindly, clearly, and concisely communicate routines to individuals and to small groups

-Promote responsibility and learning concepts (i.e., through clean-up time)

-Write and use an appropriate discipline policy which includes positive strategies to clarify and problem-solve emerging and challenging behavioral situations. This policy will be shared with parents and childcare staff.

Evaluation of Student Behavior

Following educational policies and procedures of child care center, students consistently accurately, and objectively document children's behavior

Learning Center Arrangement/Safe and Healthy Learning Environment

Compiling research information from family, staff, community and professional resources (i.e., articles, books, internet), students design/floor plan sample for a learning center to include details, contents, and a budget for purchasing materials and equipment. The room arrangement will include learning centers, which contain multiple concrete approaches to learning experiences and involve all senses. The learning centers include a block area, music, art, library, discovery, manipulative, and sand and water. The resources and props are safe and relevant to children's emerging interests and extend children's learning. An appropriate Safety Policy for an Early Childhood program will be developed that demonstrates an understanding of the impact of environment on individual children.

Leadership Alignment:

Community and Career Skills - Leadership Alignment

3.1 The student will analyze the roles and responsibilities of citizenship

3.3 The student will understand their role, participate in and evaluate community service and service learning activities

3.6 The student will understand the importance of and utilize the components and structure of community-based organizations

Volunteer at Elementary school

Make Judgements and Decisions

2.C.1 Effectively analyze and evaluate evidence, arguments, claims and beliefs.

2.C.5 Reflect critically on learning experiences and processes.

Be responsible to Others

11.B.1 Act responsibly with the interests of the larger community in mind.

Standards and Competencies

SP3: Prepare and Evaluate the Learning Environment

3.01 Students demonstrate knowledge of child growth/development

3.02 Students demonstrate knowledge of observation methods and child assessment techniques

3.03 Students use NAEYC developmentally appropriate practices as a guide to teaching an decision-making

3.04 Students demonstrate knowledge of positive guidance techniques

3.05 Students demonstrate knowledge of age appropriate child initiated activities

3.06 Students demonstrate knowledge of child growth and development

3.07 Students improvise and select from a repertoire of songs, finger plays and activities

3.08 Students apply positive guidance techniques

- 3.09 Students effectively schedule developmentally appropriate routines
3.1 Students facilitate smooth transition of children between activities and spaces

Aligned to Washington State Standards

Arts

Communication - Speaking and Listening

Presentation of Knowledge and Ideas (11-12)

- 4 - Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
- 5 - Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
- 6 - Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11-12 Language standards 1 and 3 on page 54 for specific expectations.)

Health and Fitness

Language

Vocabulary Acquisition and Use (11-12)

- 4 - Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.
- 5 - Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- 6 - Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Mathematics

Reading

CC: Reading for Literacy in Science and Technical Subjects

Integration of Knowledge and Ideas (11-12)

- 7 - Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.
- 8 - Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information.

Science

Social Studies

Writing

CC: Writing for Literacy in History/Social Studies, Science, and Technical Subjects (11-12)

Production and Distribution of Writing

- 4 - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- 5 - Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

6 - Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

21st Century Skills

LEARNING AND INNOVATION

Creativity and Innovation

- Think Creatively
- Work Creatively with Others
- Implement Innovations

Creative Thinking and Problem Solving

- Reason Effectively
- Use Systems Thinking
- Make Judgements and Decisions
- Solve Problems

Communication and Collaboration

- Communicate Clearly
- Collaborate with Others

INFORMATION, MEDIA AND TECHNOLOGY SKILLS

Information Literacy

- Access and Evaluate Information
- Use and Manage Information

Media Literacy

- Analyze Media
- Create Media Products

Information, Communications, and Technology (ICT Literacy)

- Apply Technology Effectively

LIFE AND CAREER SKILLS

Flexibility and Adaptability

- Adapt to Change
- Be Flexible

Initiative and Self-Direction

- Manage Goals and Time
- Work Independently
- Be Self-Directed Learners

Social and Cross-Cultural

- Interact Effectively with Others
- Work Effectively in Diverse Teams

Productivity and Accountability

- Manage Projects
- Produce Results

Leadership and Responsibility

- Guide and Lead Others
- Be Responsible to Others

Performance Assessment(s):

Curriculum Project

Students develop a list of thematic units that could be used in an ECE program and write a block plan and individual lesson plans for one week of a preschool program. They describe and provide examples of an emergent curriculum and project approach.

Assessment, Records; Research Project Leading to Adaptation of Curriculum to Individuals and Groups of Children

Using a variety of assessments - consistent with NAEYC's assessment guidelines - and research information (from family, staff, community and professional resources i.e. articles, books, internet), students observe, document, assess and track individual and group needs, interests, and skills to identify a curriculum (in accordance with NAEYC guidelines and cultural considerations) for each child and groups of children, in collaboration with appropriate family members.

Leadership Alignment:

In Class Curriculum Project - Leadership Alignment

Make Judgements and Decisions

- 2.A.1 Use various types of reasoning as appropriate to the situation.
- 2.C.1 Effectively analyze and evaluate evidence, arguments, claims and beliefs.

Manage Goals and Time

- 8.A.2 Balance tactical and strategic goals.
- 8.A.3 Utilize time and manage workload efficiently

Standards and Competencies

SP4: Develop and Implement Curriculum

- 4.01 Student will demonstrate knowledge of NAEYC's position on assessment practices.
- 4.02 Student will demonstrate knowledge of child growth and development
- 4.03 Student will use a variety of observation methods to collect data
- 4.04 Students will interpret observation and assessment data
- 4.05 Student will maintain appropriate records of children's social, emotional, cognitive, physical, communicative, and cultural development
- 4.06 Student will set goals for individual children based on assessment findings
- 4.07 Student will research other assessment tools and information forms
- 4.08 Student will articulate rationale for appropriate use of assessment
- 4.09 Student will demonstrate knowledge of current and historical early childhood curriculum theories and practices (key people and theories: Freud, Montessori, Piaget, Hunt, Erickson and Kohlberg)
- 4.1 Student will demonstrate knowledge of community and professional resources
- 4.11 Student will evaluate and adapt a variety of curriculum models
- 4.12 Students will identify and evaluate resources for curriculum development
- 4.13 Student will select appropriate learning materials
- 4.14 Student will know developmentally appropriate practices and principles
- 4.15 The student will demonstrate knowledge of child growth and development
- 4.16 Student will set up a developmentally appropriate curriculum
- 4.17 Student will develop, implement and evaluate a curriculum that focuses on children's needs/interests and incorporates their language, home experiences and culture
- 4.18 Student will articulate the rationale for program practices
- 4.19 Student will demonstrate knowledge of curriculum theories and practices
- 4.2 Student will develop, implement and evaluate a curriculum that focuses on children's developmental needs/interests and incorporates their language, home experiences and culture

- 4.21 Student will evaluate and adapt a variety of curriculum models
- 4.22 Student will modify activities to meet individual needs within the group
- 4.23 Student will demonstrate knowledge of child growth and development
- 4.24 Student will demonstrate knowledge of theories about play and states of play
- 4.25 Student will modify routines, activities and transitions as necessary
- 4.26 Student will recognize bias and stereotype in children's curriculum

Aligned to Washington State Standards

Arts

Communication - Speaking and Listening

Comprehension and Collaboration (11-12)

2 - Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

3 - Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

Presentation of Knowledge and Ideas (11-12)

4 - Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range or formal and informal tasks.

5 - Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

6 - Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11-12 Language standards 1 and 3 on page 54 for specific expectations.)

Health and Fitness

Fitness 1.4: Understands the components of skill-related fitness and interprets information from feedback, evaluation, and self-assessment in order to improve performance.

1.4.1 (Year One) Applies the components of skill-related fitness to physical activity.

1.4.2 (Year One) Analyzes components of skill-related fitness as related to careers/occupations/recreation.

Fitness 4.2: Develops and monitors a health and fitness plan.

4.2.1 (Year One) Evaluates the concepts of a health, fitness, and nutrition plan and monitoring system, based on life and employment goals.

Language

Mathematics

CC: Mathematical Practices (MP)

1 - Make sense of problems and persevere in solving them.

2 - Reason abstractly and quantitatively.

3 - Construct viable arguments and critique the reasoning of others.

4 - Model with mathematics.

8 - Look for and express regularity in repeated reasoning.

CC: Number and Quantity (N)

Quantities (N-Q)

1 - Use units as a way to understand problems and to guide the solution of multi-step problems; choose and interpret units consistently in formulas; choose and interpret the scale and the origin in graphs and data displays.

- 2 - Define appropriate quantities for the purpose of descriptive modeling.
- 3 - Choose a level of accuracy appropriate to limitations on measurement when reporting quantities.

Reading

CC: Reading for Literacy in Science and Technical Subjects

Integration of Knowledge and Ideas (11-12)

- 7 - Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.
- 8 - Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information.

Science

Social Studies

Writing

CC: Writing for Literacy in History/Social Studies, Science, and Technical Subjects (11-12)

Text Types and Purposes

- 1 - Write arguments focused on discipline-specific content.
- 2 - Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
 - 2a - Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
 - 2b - Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
 - 2c - Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
 - 2d - Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.
 - 2e - Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic).

21st Century Skills

LEARNING AND INNOVATION

Creativity and Innovation

- Think Creatively
- Work Creatively with Others
- Implement Innovations

Creative Thinking and Problem Solving

- Reason Effectively
- Use Systems Thinking
- Make Judgements and Decisions
- Solve Problems

Communication and Collaboration

- Communicate Clearly
- Collaborate with Others

INFORMATION, MEDIA AND TECHNOLOGY SKILLS

Information Literacy

- Access and Evaluate Information
- Use and Manage Information

Media Literacy

- Analyze Media
- Create Media Products

Information, Communications, and Technology (ICT Literacy)

- Apply Technology Effectively

LIFE AND CAREER SKILLS

Flexibility and Adaptability

- Adapt to Change
- Be Flexible

Initiative and Self-Direction

- Manage Goals and Time
- Work Independently
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Social and Cross-Cultural

- Interact Effectively with Others
- Work Effectively in Diverse Teams

Productivity and Accountability

- Manage Projects
- Produce Results

Leadership and Responsibility

- Guide and Lead Others
- Be Responsible to Others

Performance Assessment(s):

Students are observed demonstrating a partnership with families by:

- Knowing and consistently use names of family members/children
- Greeting family members in a positive, personal and professional manner as they enter the classroom
- Inviting/encouraging family members' involvement, participation and visitations in accordance with center policy and NAEYC standards
- Sharing informal observations and developmental assessments regarding a child's interests, skills and behaviors in timely manner/appropriate setting with family members
- Frequently using family members' talents/resources in the classroom as well as, when appropriate, referring families to local resources and agencies pertinent to emerging interests and needs
- Consistently using active/reflective listening techniques to find common ground for the concerns and requests from family members

Leadership Alignment:

Civic Literacy woven into course - Leadership Alignment

Community and Career Skills

3.2 The student will demonstrate skills that assist in understanding and accepting responsibility to family, community, and business and industry.

3.5 The student will understand and utilize organizational systems to advocate for issues on the local, state, and international level.

Standards and Competencies

SP5: Support the Child and Family

5.01 Student will demonstrate knowledge of NAEYC Code of Ethical Conduct

5.02 Student will demonstrate knowledge of family systems theory

5.03 Student will demonstrate the knowledge of the impact of personal values on family functioning in cultural and individual diversity

5.04 Student will recognize contributions of the family to the group

5.05 Student will create an inclusive environment for children with different abilities, languages and diverse backgrounds

5.06 Student will demonstrate knowledge of family support principals

5.07 Student will share information with parents in a variety of formats; information communications, conferences, home visits and other means

5.08 Students plan and facilitate involvement of families in all aspects of the programs

5.09 Students create an emotionally safe environment for family members

5.1 Students demonstrate knowledge of resources available to families

5.11 Students will include family in assessment and goal setting

5.12 Students make appropriate and timely referrals

5.13 Students empower families to utilize resources

5.14 Student demonstrates knowledge of the developmental stages of parents

5.15 Students demonstrate knowledge of family dynamics and systems

5.16 Students demonstrate knowledge of child growth and development

Aligned to Washington State Standards**Arts****Communication - Speaking and Listening**Comprehension and Collaboration (11-12)

1 - Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

2 - Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

3 - Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

Health and Fitness

Language

Vocabulary Acquisition and Use (11-12)

4 - Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.

5 - Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

6 - Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Mathematics

Reading

Science

Life Science

Application (Science, Technology, and Society)

9-12 APPA: Science affects society and cultures by influencing the way many people think about themselves, others, and the environment. Society also affects science by its prevailing views about what is important to study and by deciding what research will be funded.

9-12 APPD: The ability to solve problems is greatly enhanced by use of mathematics and information technologies.

9-12 APPF: It is important for all citizens to apply science and technology to critical issues that influence society.

Social Studies

Civics

Civics 1.2: Understands the purposes, organization, and function of governments, laws, and political systems.

1.2.3 (12) Analyzes and evaluates the structures of state, tribal, and federal forms of governments by comparing them to those of other governments.

1.2.4 (12) Understands and evaluates how political systems in the United States operate.

Civics 1.4: Understands civic involvement.

1.4.1 (11) Analyzes and evaluates ways of influencing local, state, and national governments to preserve individual rights and promote the common good.

1.4.1 (12) Analyzes and evaluates ways of influencing national governments and international organizations to establish or preserve individual rights and/or promote the common good.

Social Studies Skills

Social Studies Skills 5.1: Uses critical reasoning skills to analyze and evaluate positions.

5.1.1 (9-10) Analyzes consequences of positions on an issue or event.

5.1.1 (11) Analyzes the underlying assumptions of positions on an issue or event.

5.1.1 (12) Analyzes the short-term and long-term implications of decisions affecting the global community.

Social Studies Skills 5.3: Deliberates public issues.

5.3.1 (11) Creates and articulates possible alternative resolutions to public issues and evaluates these resolutions using criteria that have been identified in the context of a discussion.

5.3.1 (12) Evaluates how the discussion and the proposed alternative resolutions changed or solidified one's own position on public issues.

Social Studies Skills 5.4: Creates a product that uses social studies content to support a thesis and presents the product in an appropriate manner to a meaningful audience.

5.4.1 (11) Evaluates and interprets other points of view on an issue within a paper or presentation.

21st Century Skills

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Leadership and Responsibility

- Guide and Lead Others
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Performance Assessment(s):

Teacher Observation

Student, with peers and supervisor, is observed willingly offering assistance in order to work effectively in a group setting, develop curriculum and activities, and make decisions concerning tasks and schedules. Theories, policies and procedures about early childhood programs are openly discussed with a willingness to disagree or agree respectfully. Students regularly accept reflective and supportive feedback on their interaction with students.

Teacher Observation

Student models respect and appreciation for individuals and their culture by following lines of communication for discussing program issues and procedures. This includes:

-Privacy for conferences

-Discussion of concerns and issues with person(s) directly involved, focusing on problem-solving and not personalities. Prejudice and bias is countered with appropriate intervention in accordance with NAEYC standards for anti-bias curriculum

Leadership Alignment:

Teacher Observation - Leadership Alignment

Interact Effectively with Others

9.A.1 Know when it is appropriate to listen and when to speak.

9.A.2 Conduct themselves in a respectable, professional manner.

Work Creatively with Others

1.B.1 Develop, implement and problem-solving skills to influence and guide others toward a goal.

1.B.2 Be open and responsive to new diverse perspectives.

1.B.4 View failure as an opportunity to learn

Individual Skills

1.4 The student will apply leadership skills in real-world, family, community and business and industry applications

Standards and Competencies

SP6: Create and Maintain a Professional Team Environment

6.01 Student demonstrates knowledge of NAEYC Code of Ethical Conduct

6.02 Student demonstrates knowledge of early childhood systems and organizations

6.03 Student demonstrates knowledge of teamwork and collaborative decision making models

6.04 Student develops positive communication channels between different teaching teams and team members

6.05 Student demonstrates knowledge of existing professional development opportunities

6.06 Student demonstrates knowledge of stages of group development, and group processes

6.07 Students develop positive communication channels with other staff members

Aligned to Washington State Standards**Arts****Communication - Speaking and Listening**Presentation of Knowledge and Ideas (11-12)

4 - Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

5 - Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

6 - Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11-12 Language standards 1 and 3 on page 54 for specific expectations.)

Health and Fitness

Language

Mathematics

Reading

CC: Reading Informational Text

Key Ideas and Details (11-12)

- 1 - Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
- 2 - Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.
- 3 - Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.

Craft and Structure (11-12)

- 4 - Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).
- 5 - Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.
- 6 - Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.

Integration of Knowledge and Ideas (11-12)

- 7 - Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.
- 8 - Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., The Federalist, presidential addresses).

Science

Social Studies

History

History 4.4: Uses history to understand the present and plan for the future.

4.4.1 (9-10) Analyzes how an understanding of world history can help us prevent problems today.

Writing

CC: Writing for Literacy in History/Social Studies, Science, and Technical Subjects (11-12)

Production and Distribution of Writing

- 4 - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- 5 - Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
- 6 - Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

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Performance Assessment(s):**Professional Activities**

Student will maintain current knowledge of the field by:

- Participating in a job shadow, seminar or workshop
- Reading current professional literature on a regular basis
- Maintaining records of all professional development activities and accomplishments
- Participating in professional networking; researching identifying the functions of professional organizations including NAEYC & WAEYC
- Contacting other professionals as needed for consultation when seeking information and/or solutions to issues/questions
- Using observations and perspectives of other staff when assessing their own behaviors, skills and practices regarding job performance

Pursuing Career Goals and Opportunities

Students identify short and long-term professional career goals by regularly self-assessing using professional frameworks, standards from the field and an established job description as guides. During goal assessment, students recognize and act upon emerging career path interests and research a variety of career possibilities in the field of child care, describing the training and education needed for each.

Maintaining Portfolio

Students maintain a professional portfolio and, on an ongoing basis, document accomplishments and activities. Portfolio includes:

- Resume
- Application
- Certificates & Awards
- A description of the types of records that must be kept when administering a childcare program and an example of each
- Various early childhood assessments, writing samples and lesson plans

Leadership Alignment:**Career Goals and Portfolio - Leadership Alignment****Manage Goals and Time**

8.A.1 Balance tactical and strategic goals.

10.B.1 Demonstrate additional attributes associated with producing high quality products.

4.B.2 Manage the flow of information from a wide variety of sources.

Community and Career Skills

1.4 The student will understand the organizational skills necessary to be a successful leader and citizen and practice those skills in real-life

3.7 The student will participate in the development of a program of work or strategic plan and will work to implement the organization's goals

Standards and Competencies**SP7: Develop Personally and Professionally**

7.01 Student will demonstrate knowledge of training requirements for child care/early childhood programs

7.02 Student will demonstrate knowledge of professional resources and activities

7.03 Student will research pertinent current issues and trends in early childhood education

7.04 Student will demonstrate knowledge of early childhood local, state and national organizations and agencies

7.05 Student will access professional resources related to early childhood education theories and practice

7.1 Student will participate in mentoring processes

7.13 Student will demonstrate knowledge of career opportunities and education requirements for work with children and families

7.14 Student will demonstrate knowledge of current legislation related to career development and training

7.15 Student will demonstrate knowledge of professional career portfolio

Aligned to Washington State Standards

Arts

Communication - Speaking and Listening

Health and Fitness

Language

Mathematics

CC: Statistics and Probability (S)

Making Inferences and Justifying Conclusions (S-IC)

- 1 - Understand statistics as a process for making inferences about population parameters based on a random sample from that population.
- 2 - Decide if a specified model is consistent with results from a given data-generating process, e.g., using simulation. For example, a model says a spinning coin falls heads up with probability 0.5. Would a result of 5 tails in a row cause you to question the model?
- 3 - Recognize the purposes of and differences among sample surveys, experiments, and observational studies; explain how randomization relates to each.
- 4 - Use data from a sample survey to estimate a population mean or proportion; develop a margin of error through the use of simulation models for random sampling.
- 5 - Use data from a randomized experiment to compare two treatments; use simulations to decide if differences between parameters are significant.
- 6 - Evaluate reports based on data.*

Reading

Science

Social Studies

Economics

Econ 2.1: Understands that people have to make choices between wants and needs and evaluate the outcomes of those choices.

2.1.1 (11) Analyzes the incentives for people's economic choices in the United States in the past or present.

Econ 2.2: Understands how economic systems function.

2.2.1 (9-10) Understands and analyzes how planned and market economies have shaped the production, distribution, and consumption of goods, services, and resources around the world in the past or present.

Econ 2.4: Understands the economic issues and problems that all societies face.

2.4.1 (12) Analyzes and evaluates how individuals affect and are affected by the distribution of resources and sustainability.

Geography

Geography 3.1: Understands the physical characteristics, cultural characteristics, and location of places, regions, and spatial patterns on the Earth's surface.

3.1.1 (11-12) Analyzes information from geographic tools, including computer-based mapping systems, to draw conclusions on an issue or event.

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Performance Assessment(s):

Using Technology to Gather and Interpret Data

Using charts, graphs and descriptive statistics, summarize, compare and contrast information/assessment data to make informed decisions concerning individual and groups of children

Leadership Alignment:

Access and Evaluate Information

4.A.1 Access information efficiently and effectively.

4.A.2 Evaluate information critically and competently

Use and Manage Information

4.B.1 Use information accurately and creatively for the issue or problem at hand

4.B.2 Manage the flow of information from a wide variety of sources

Standards and Competencies

IT8: Information Technology Applications

8.01 Use technology to access, manage, integrate and create information

8.02 Use technology to access, manage, and create information by using appropriate software applications to prepare presentations from records

8.03 Using charts, graphs and descriptive statistics, summarize compare and contrast information/data to make informed decisions

Aligned to Washington State Standards**Arts****Communication - Speaking and Listening****Health and Fitness****Language****Mathematics**

CC: Mathematical Practices (MP)

5 - Use appropriate tools strategically.

7 - Look for and make use of structure.

CC: Statistics and Probability (S)

Making Inferences and Justifying Conclusions (S-IC)

1 - Understand statistics as a process for making inferences about population parameters based on a random sample from that population.

6 - Evaluate reports based on data.

Reading

Science

Social Studies

Social Studies Skills

Social Studies Skills 5.2: Uses inquiry-based research.

5.2.1 (11) Evaluates and revises research questions to refine inquiry on an issue or event.

5.2.2 (12) Evaluates the breadth of research to determine the need for new or additional investigation when researching an issue or event.

Writing

CC: Writing for Literacy in History/Social Studies, Science, and Technical Subjects (11-12)

Production and Distribution of Writing

6 - Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

Research to Build and Present Knowledge

8 - Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

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