



Department of Teaching & Learning
Parent/Student Course Information

Early Childhood Education II
(VO 8286)
Three Credits, One Year
Grade 12

Counselors are available to assist parents and students with course selections and career planning. Parents may arrange to meet with the counselor by calling the school's guidance department.

COURSE DESCRIPTION

This comprehensive course is designed to help students meet the challenges of their daily lives with confidence. Early Childhood Education II is the second year in the sequence. Students will learn basic information and practical skills related to such topics as interpersonal and family relationships, career preparation, financial management, life management, healthy living, foods and nutrition, clothing, and housing.

STUDENT ORGANIZATION

Family, Career and Community Leaders of America (FCCLA)
FCCLA is a national career and technical student organization that promotes personal growth and leadership through Family and Consumer Sciences education. As part of the FACS curriculum, the FCCLA framework helps students develop character, think creatively and critically, and prepare for careers through practical knowledge and specific skills.

CERTIFICATION

National Occupational Competency Testing Institute: Early Childhood Education

PREREQUISITE

Early Childhood Education I

OPTIONS FOR NEXT COURSE

None

REQUIRED STUDENT TEXTBOOK

Working with Young Children, 2016

COMPETENCIES FOR EARLY CHILDHOOD EDUCATION II

Demonstrating Professional Competencies

- 1 Demonstrate positive work ethic.
- 2 Demonstrate integrity.
- 3 Demonstrate teamwork skills.
- 4 Demonstrate self-representation skills.
- 5 Demonstrate diversity awareness.
- 6 Demonstrate conflict-resolution skills.
- 7 Demonstrate creativity and resourcefulness.
- 8 Demonstrate effective speaking and listening skills.
- 9 Demonstrate effective reading and writing skills.
- 10 Demonstrate critical-thinking and problem-solving skills.
- 11 Demonstrate healthy behaviors and safety skills.
- 12 Demonstrate an understanding of workplace organizations, systems, and climates.
- 13 Demonstrate lifelong-learning skills.
- 14 Demonstrate job-acquisition and advancement skills.
- 15 Demonstrate time-, task-, and resource-management skills.
- 16 Demonstrate job-specific mathematics skills.
- 17 Demonstrate customer-service skills.
- 18 Demonstrate proficiency with technologies common to a specific occupation.
- 19 Demonstrate information technology skills.
- 20 Demonstrate an understanding of Internet use and security issues.
- 21 Demonstrate telecommunications skills.
- 22 Demonstrate workplace safety.

Examining All Aspects of an Industry

- 23 Examine aspects of planning within an industry/organization.
- 24 Examine aspects of management within an industry/organization.
- 25 Examine aspects of financial responsibility within an industry/organization.
- 26 Examine technical and production skills required of workers within an industry/organization.
- 27 Examine principles of technology that underlie an industry/organization.
- 28 Examine labor issues related to an industry/organization.
- 29 Examine community issues related to an industry/organization.
- 30 Examine health, safety, and environmental issues related to an industry/organization.

Addressing Elements of Student Life

- 31 Identify the purposes and goals of the student organization.
- 32 Explain the benefits and responsibilities of membership in the student organization as a student and in professional/civic organizations as an adult.
- 33 Demonstrate leadership skills through participation in student organization activities, such as meetings, programs, and projects.
- 34 Identify Internet safety issues and procedures for complying with acceptable use standards.

Exploring Work-Based Learning

- 35 Identify the types of work-based learning (WBL) opportunities.
- 36 Reflect on lessons learned during the WBL experience.
- 37 Explore career opportunities related to the WBL experience.
- 38 Participate in a WBL experience, when appropriate (optional).

Balancing Work and Family

- 39 Analyze the meaning of work and the meaning of family.
- 40 Compare how families affect work life and how work life affects families.
- 41 Identify management strategies for balancing work and family roles.

Providing a Positive, Safe, and Healthy Learning Environment

- 42 Create physical space to maintain a developmentally appropriate learning environment for each child.
- 43 Comply with local and state health and safety regulations for an early childhood education environment.
- 44 Teach children health, safety, and sanitation habits, using different strategies.
- 45 Plan meals and snacks that accommodate allergies and promote healthy eating practices.
- 46 Complete the state-approved child-abuse course and assessment.
- 47 Describe the procedures to report suspected child abuse or neglect to the appropriate authorities through role-playing scenarios.
- 48 Identify characteristics of adverse childhood experiences.
- 49 Document a daily child health check.
- 50 Implement procedures for staff, parents, and children that prevent childhood illnesses and communicable diseases.
- 51 Demonstrate use of safety procedures for an early childhood environment.
- 52 Practice emergency and safety procedures used in an early childhood environment.

Promoting Physical, Cognitive, Language, Social, and Emotional Development

- 53 Analyze child development theories and their implications for early childhood education best practices.
- 54 Create developmentally appropriate experiences based on observation data.
- 55 Model developmentally appropriate teaching methods.
- 56 Implement developmentally appropriate practices that promote children's growth and development.
- 57 Apply developmentally appropriate guidance (e.g., redirection, good planning, and positive reinforcement).
- 58 Use problem-solving skills to promote social emotional, intellectual, and physical intelligence.
- 59 Demonstrate intentional interactions and engagement that promote supportive relationships with children and their parents/guardians.

Creating a Curriculum Responsive to Children's Needs

- 60 Evaluate curricula and instructional models used in early childhood settings.
- 61 Facilitate developmentally appropriate learning experiences in all curriculum areas.
- 62 Implement an integrated curriculum that values each child's language, learning style, home experiences, and culture.
- 63 Demonstrate a variety of teaching methods to support each child's learning needs.
- 64 Create learning centers that encourage a child's interests, exploration, discovery, and development.
- 65 Implement a schedule of activities, routines, and transitions in an early childhood education setting.
- 66 Maintain a collection of activities that support development of children during routines and transitions.
- 67 Adapt learning experiences for children with special needs/rights and/or circumstances.

Promoting Supportive Relationships with Families

- 68 Demonstrate supportive interactions that promote collaborative family partnerships.
- 69 Establish reciprocal interactions between families/programs/providers regarding children's development.

Maintaining Careers and Professionalism

- 70 Identify credentialing options for early childhood professionals.
- 71 Participate in opportunities for professional development.
- 72 Analyze the potential influence and outcome of career-path decisions on balancing work and family.
- 73 Apply ethical standards accepted by professional organizations that are associated with early childhood.

- 74 Explain compliance with federal, state, and local government standards and regulations that affects children, families, and early childhood programs.
- 75 Explore ethical practices and management skills for early childhood professionals.

Seeking Employment in Early Childhood and Related Careers

- 76 Explore opportunities for higher education, work-based learning, employment, and entrepreneurship in early childhood education and related careers.
- 77 Identify career goals.
- 78 Identify resources for finding employment or pursuing postsecondary education.
- 79 Prepare a professional portfolio.
- 80 Complete the job interview process.
- 81 Evaluate a job offer.

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Produced by the Department of Teaching and Learning.
For further information, please call (757) 263-1070.

Notice of Non-Discrimination Policy

Virginia Beach City Public Schools does not discriminate on the basis of race, color, religion, national origin, sex, sexual orientation/gender identity, pregnancy, childbirth or related medical condition, disability, marital status, age, genetic information or veteran status in its programs, activities, employment, or enrollment, and provides equal access to the Boy Scouts and other designated youth groups. School Board policies and regulations (including, but not limited to, Policies 2-33, 4-4, 5-7, 5-19, 5-20, 5-44, 6-33, 6-7, 7-48, 7-49, 7-57 and Regulations 4-4.1, 4-4.2, 5-44.1, 7-11.1, 7-17.1 and 7-57.1) provide equal access to courses, programs, enrollment, counseling services, physical education and athletic, vocational education, instructional materials, extracurricular activities and employment.

Title IX Notice: Complaints or concerns regarding discrimination on the basis of sex or sexual harassment should be addressed to the Title IX Coordinator, at the VBCPS Office of Student Leadership, 641 Carriage Hill Road, Suite 200, Virginia Beach, 23452, (757) 263-2020, Mary.Dees@vbschools.com (student complaints) or the VBCPS Department of School Leadership, 2512 George Mason Drive, Municipal Center, Building 6, Virginia Beach, Virginia, 23456 (757) 263-1088, Elizabeth.Bryant@vbschools.com (employee complaints). Additional information regarding Virginia Beach City Public Schools' policies regarding discrimination on the basis of sex and sexual harassment, as well as the procedures for filing a formal complaint and related grievance processes, can be found in School Board Policy 5-44 and School Board Regulations 5-44.1 (students), School Board Policy 4-4 and School Board Regulation 4-4.3 (employees), and on the School Division's website at [Diversity, Equity and Inclusion/Title IX](#). Concerns about the application of [Section 504 of the Rehabilitation Act](#) should be addressed to the Section 504 Coordinator/Executive Director of Student Support Services at (757) 263-1980, 2512 George Mason Drive, Virginia Beach, Virginia, 23456 or the Section 504 Coordinator at the student's school. For students who are eligible or suspected of being eligible for special education or related services under IDEA, please contact the Office of Programs for Exceptional Children at (757) 263-2400, Plaza Annex/Family and Community Engagement Center, 641 Carriage Hill Road, Suite 200, Virginia Beach, VA 23452.

The School Division is committed to providing educational environments that are free of discrimination, harassment, and bullying. Students, staff, parents/guardians who have concerns about discrimination, harassment, or bullying should contact the school administration at their school. Promptly reporting concerns will allow the school to take appropriate actions to investigate and resolve issues. School Board Policy 5-7 addresses non-discrimination and anti-harassment, Policy 5-44 addresses sexual harassment and discrimination based on sex or gender. Policy 5-36 and its supporting regulations address other forms of harassment.

Alternative formats of this publication which may include taped, Braille, or large print materials are available upon request for individuals with disabilities. Call or write The Department of Teaching and Learning, Virginia Beach City Public Schools, 2512 George Mason Drive, P.O. Box 6038, Virginia Beach, VA 23456-0038. Telephone 263-1070 (voice); fax 263-1424; 263-1240 (TDD) or email at Kathleen.Vuono@vbschools.com.

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