

EARLY CHILDHOOD CARE & EDUCATION SERVICES

MIS03 09211

To prepare the student for employment in child care centers under the supervision of a director or for self-employment in home-based child care. Content may include: opportunities in child care occupations; career maturity skills; child care facilities; stages of child growth and development; planning for children's needs; protecting the child's health and safety; children with special needs; working with parents; working with other child care related agencies; current issues in child care; community work experience and/or laboratory simulation; balancing work and family; leadership development.

Credit 1 or 2 credits
Max credit = 2

Level Grades 10-12

Standard 1	<i>CAREER, COMMUNITY, and FAMILY CONNECTIONS</i> Integrate multiple life roles and responsibilities in family, work, and community settings.	
Topic 1.1	Analyze strategies to manage multiple roles and responsibilities (individual, family, career, community, and global). Student Competencies	
	1.1.1	Summarize local and global policies, issues, and trends in the workplace, community, and family dynamics that affect individuals and families.
	1.1.2	Analyze the effects of social, economic, and technological changes on work and family dynamics.
	1.1.3	Analyze ways that individual career goals can affect the family's capacity to meet goals for all family members.
	1.1.4	Analyze potential effects of career path decisions on balancing work and family.
	1.1.5	Determine goals for life-long learning and leisure opportunities for all family members.
	1.1.6	Develop a life plan, including pathways to acquiring the knowledge and skills needed to achieve individual, family, and career goals.

Topic 1.2	Demonstrate transferable knowledge, attitudes, and technical and employability skills in school, community, and workplace settings.	
	Student Competencies	
	1.2.1	Analyze potential career choices to determine the knowledge, skills, attitudes, and opportunities associated with each career.
	1.2.6	Demonstrate leadership skills and abilities in school, workplace, and community settings.
	1.2.7	Analyze factors that contribute to maintaining safe and healthy school, work, and community environments.
	1.2.8	Demonstrate employability skills, work ethics, and professionalism.
Topic 1.3	Evaluate the reciprocal effects of individual and family participation in community and civic activities.	
	Student Competencies	
	1.3.1	Analyze goals that support individuals and family members in carrying out community and civic responsibilities.
	1.3.2	Demonstrate skills that individuals and families can utilize to support civic engagement in community activities.
	1.3.3	Analyze personal and family assets and skills that provide service to the community.
	1.3.4	Analyze community resources and systems of formal and informal support available to individuals and families.
	1.3.5	Analyze the effects of federal, state, and local public policies, agencies, and institutions on the family.
	1.3.6	Identify ways individuals and families can influence change in policies, agencies, and institutions that affect individuals and families.
Standard 4	<i>EDUCATION and EARLY CHILDHOOD</i> Integrate knowledge, skills, and practices required for careers in early childhood, education, and services.	
Topic 4.1	Analyze career paths within early childhood, education, and related services.	
	Student Competencies	
	4.1.1	Explain the roles and functions of individuals engaged in early childhood, education, and services.
	4.1.2	Analyze opportunities for employment, entrepreneurial endeavors, and emerging careers.
	4.1.3	Summarize education and training requirements and opportunities for career paths in early childhood, education, and services.
	4.1.4	Analyze the effects of early childhood, education, and service occupations on individual/family, local, state, national, and global economies.
	4.1.5	Create an employment portfolio to communicate education and early childhood knowledge and skills.
	4.1.6	Analyze the role of professional organizations in education and early childhood.

Topic 4.2	Analyze developmentally appropriate and culturally responsive practices to plan for early childhood, education, and services.	
	Student Competencies	
	4.2.1	Analyze child development theories and their implications for educational and childcare practices.
	4.2.2	Explore assessment tools and methods to observe and interpret children’s growth and development and apply to assess growth and development across the lifespan.
	4.2.3	Analyze cultural and environmental influences when assessing development of children, youth, and adults.
	4.2.4	Address specific development needs of children, youth, and adults based on assessment of their abilities.
	4.2.5	Analyze strategies that promote growth and development of children, youth, and adults.
Topic 4.3	Demonstrate integration of curriculum and instruction to meet developmental needs and interests of children, youth, and adults, considering gender, ethnicity, geographical, cultural, and global influences.	
	Student Competencies	
	4.3.1	Analyze a variety of curriculum and instructional models.
	4.3.2	Implement learning activities in all curriculum areas that meet the developmental needs of children.
	4.3.3	Implement an integrated curriculum that incorporates a learner’s language, learning styles, early experiences, and cultural values.
	4.3.4	Demonstrate a variety of teaching methods to meet individual needs of learners.
	4.3.5	Arrange the classroom environment to provide for learners’ exploration, discovery, development, and reflection through multiple methods including learning centers.
	4.3.6	Establish effective activities, routines, and transitions for various age groups.
Topic 4.4	Demonstrate a safe and healthy learning environment for children, youth, and adults.	
	Student Competencies	
	4.4.1	Manage physical space to maintain a learning environment that is safe and healthy and encourages physical activity.
	4.4.2	Apply safe and healthy practices that comply with local, state, and federal regulations to assure learners’ safety.
	4.4.3	Implement strategies to teach health, safety, and sanitation habits.
	4.4.4	Plan safe and healthy meals and snacks that meet USDA standards.
	4.4.5	Document symptoms of abuse and neglect and use appropriate procedures to report suspected abuse or neglect to the designated authorities.
	4.4.6	Implement basic health practices and prevention procedures for workers and learners regarding illness, communicable diseases, accidents, and trauma.
	4.4.7	Demonstrate security and emergency procedures.
Topic 4.5	Demonstrate skills for building and maintaining positive collaborative relationships with children, youth, and adults in their family and community environments, considering gender, ethnicity, geographical, cultural, and global influences.	
	Student Competencies	
	4.5.1	Apply developmentally appropriate and culturally responsive guidelines for behavior.
	4.5.2	Demonstrate problem-solving and decision making skills when working with children, youth, and adults.

	4.5.3	Demonstrate interpersonal skills that promote positive and productive relationships with learners.
	4.5.4	Implement strategies for constructive and supportive interactions between children, youth, and adults and their families and communities.
	4.5.5	Analyze learners' developmental progress and summarize developmental issues and concerns.
Topic 4.6	Demonstrate professional practices and standards related to working with children, youth, and adults, including diverse populations.	
Student Competencies		
	4.6.1	Explore opportunities for continuing training and education.
	4.6.2	Apply professional ethical standards as accepted by the recognized professional organizations.
	4.6.3	Implement federal, state, and local standards, policies, regulations, and laws that affect programs for children, youth, and adults and their families.
	4.6.4	Demonstrate enthusiasm, initiative, and commitment to program goals and improvements.
	4.6.5	Examine entrepreneurial and management skills to planning businesses in early childhood, education, and services.
	4.6.6	Identify ways educators can advocate to influence policies, agencies, and institutions for the benefit of children, youth, and adults and their families.
Standard 5	<i>FACILITIES and PROPERTY MANAGEMENT</i> Integrate knowledge, skills, and practices required for careers in facilities management and maintenance.	
Topic 5.2	Demonstrate planning, organizing, and maintaining an efficient operation of residential or commercial facilities.	
Student Competencies		
	5.2.1	Apply environmental services standards and procedures in residential and commercial settings.
	5.2.2	Operate cleaning equipment and tools.
	5.2.3	Manage use of supplies.
	5.2.4	Maintain building interior surfaces, wall coverings, fabrics, furnishings, and floor surfaces.
	5.2.5	Perform facilities maintenance based on established standards and procedures.
	5.2.6	Analyze energy efficient methods and practices in a variety of geographical and cultural settings.
Topic 5.3	Demonstrate sanitation procedures for a clean and safe environment.	
Student Competencies		
	5.3.1	Analyze the various types of cleaning methods and their environmental effects.
	5.3.2	Summarize federal and state regulations regarding safe handling, usage, and storage of chemicals.
	5.3.3	Apply Occupational Safety and Health Administration (OSHA) regulations to safety procedures for bloodborne pathogens present in blood and body fluids.
	5.3.4	Select a pest control system appropriate for the facility and the type(s) of pests likely to be present.
	5.3.5	Utilize Centers for Disease Control (CDC) standards.
	5.3.6	Integrate Americans with Disabilities Act (ADA) regulations.

Topic 5.5	Demonstrate a work environment that provides safety and security.	
	Student Competencies	
	5.5.1	Design procedures for external and internal emergencies.
	5.5.2	Apply security procedures.
	5.5.3	Demonstrate safe procedures in the use, care, and storage of equipment.
	5.5.4	Apply safety and security procedures as required by Hazard Analysis and Critical Control Point (HACCP), Occupational Safety and Health Administration (OSHA), and other agencies.
	5.5.5	Apply procedures for control of infection and infectious materials.
Standard 6	<i>FAMILY</i>	
	Evaluate the significance of family and its effects on the well-being of individuals and society.	
Topic 6.2	Evaluate the effects of diverse perspectives, needs, and characteristics of individual and families.	
	Student Competencies	
	6.2.1	Demonstrate awareness of multiple diversities and their effects on individuals, families, and society.
	6.2.2	Analyze the effects of social and cultural diversity on individuals and families.
	6.2.3	Analyze the effects of empathy for diversity on individuals in family, work, and community settings.
	6.2.4	Demonstrate respect for diversity with sensitivity to anti-bias, gender, equity, age, culture, and ethnicity.
	6.2.5	Analyze the effects of globalization and increasing diversity on individuals, families, and society.
Standard 7	<i>FAMILY and HUMAN SERVICES</i>	
	Synthesize knowledge, skills, and practices required for careers in family and human services.	
Topic 7.1	Analyze career paths within family and human services.	
	Student Competencies	
	7.1.1	Explain the roles and functions of individuals engaged in family and human services careers.
	7.1.2	Investigate opportunities for employment and entrepreneurial endeavors.
	7.1.3	Summarize education and training requirements and opportunities for career paths in family and human services.
	7.1.4	Analyze the effects of family and human service careers on local, state, national, and global economies.
	7.1.5	Create an employment portfolio to communicate family and human services knowledge and skills.
	7.1.6	Analyze the role of professional organizations in family and human services professions.
Topic 7.2	Analyze factors in providing family and human services.	
	Student Competencies	
	7.2.1	Describe local, state, and national agencies and informal support resources providing human services.
	7.2.2	Analyze professional, ethical, legal, and safety issues for human service employees.

	7.2.3	Summarize licensing laws and regulations that affect service providers and their participants.
	7.2.4	Analyze harmful, fraudulent, unethical, and deceptive human services practices.
	7.2.5	Summarize the rights and responsibilities of human service participants and their families.
	7.2.6	Analyze effective self-advocacy strategies for human services professionals.
	7.2.7	Investigate community-networking opportunities in family and human services.
Topic 7.3	Demonstrate professional behaviors, skills, and knowledge in providing family and human services.	
	Student Competencies	
	7.3.1	Evaluate rules, regulations, and legal and work site policies that affect employer, employee, personal, and family rights and responsibilities.
	7.3.2	Demonstrate professional and ethical behavior with peers in a variety of settings.
	7.3.3	Analyze procedures for maintaining accurate and confidential documentation submission practices.
	7.3.4	Demonstrate formal and informal assessment practices that evaluate participants' strengths, needs, preferences, and interests across the life span.
	7.3.5	Demonstrate use of current and evolving technology in human services.
Topic 7.4	Analyze the impact of conditions that could influence the well-being of individuals and families.	
	Student Competencies	
	7.4.1	Investigate health, wellness, and safety issues of individual and families with a variety of conditions that could influence their well-being.
	7.4.2	Analyze management and living environment issues of individuals and family conditions that influence their well-being.
	7.4.3	Analyze personal, social, emotional, economic, vocational, educational, and recreational issues for individuals and family conditions that influence their well-being.
	7.4.4	Differentiate between situations that require personal prevention or intervention and those situations that require professional assistance.
	7.4.5	Analyze situations which require crisis intervention.
	7.4.6	Summarize the appropriate support needed to address selected human services issues.
Topic 7.5	Evaluate services for individuals and families with a variety of conditions that could impact their well-being.	
	Student Competencies	
	7.5.1	Describe needs and accommodations for people with a variety of conditions that could affect their well-being.
	7.5.2	Analyze ways in which individuals with conditions that affect their well-being influence the family and family members financially, socially, physically, and emotionally over the lifespan.
	7.5.3	Illustrate coping or adjustment strategies and stress management practices for the participant, a caregiver, and family members.
	7.5.4	Summarize the importance of friends, family, and community relationships for individuals with a variety of conditions that affect their well-being.
	7.5.5	Demonstrate ways to provide support that validates the participants' capabilities and right to privacy, dignity, and autonomy.

	7.5.6	Identify strategies that help participants make informed choices, access resources and support, follow through on responsibilities, and take appropriate risks.
Standard 8	<i>FOOD PRODUCTION and SERVICES</i> Integrate knowledge, skills, and practices required for careers in food production and services.	
Topic 8.2	Demonstrate food safety and sanitation procedures. Student Competencies	
	8.2.2	Employ food service management safety/sanitation program procedures, including CPR and first aid.
Topic 8.4	Demonstrate menu planning principles and techniques based on standardized recipes to meet customer needs. Student Competencies	
	8.4.7	Apply principles of measurement, portion control, conversions, food cost analysis and control, menu terminology, and menu pricing to menu planning.
Standard 9	<i>FOOD SCIENCE, DIETETICS, and NUTRITION</i> Integrate knowledge, skills, and practices required for careers in food science, food technology, dietetics, and nutrition.	
Topic 9.2	Apply risk management procedures to food safety, food testing, and sanitation. Student Competencies	
	9.2.1	Analyze factors that contribute to food borne illness.
	9.2.2	Analyze food service management safety and sanitation programs.
	9.2.4	Use the Hazard Analysis Critical Control Point (HACCP) during all food handling processes (the flow of food) to minimize the risks of food borne illness.
	9.2.5	Demonstrate practices and procedures that assure personal and workplace health and hygiene.
	9.2.7	Classify cleaning and sanitizing materials and their correct use.
Topic 9.3	Evaluate nutrition principles, food plans, preparation techniques, and specialized dietary plans. Student Competencies	
	9.3.1	Analyze nutrient requirements across the life span addressing the diversity of people, culture, and religions.
	9.3.2	Analyze nutritional data.
	9.3.3	Apply principles of food production to maximize nutrient retention in menus.
	9.3.4	Assess the influence of cultural, socioeconomic, and psychological factors on food and nutrition and behavior.
	9.3.5	Analyze recipe/formula proportions and modifications for food production.
	9.3.6	Critique the selection of foods to promote a healthy lifestyle.
	9.3.7	Plan menus, applying the exchange system to meet various nutrient needs.

Topic 9.4	Apply basic concepts of nutrition and nutrition therapy in a variety of settings, considering social, geographical, cultural, and global influences.	
	Student Competencies	
	9.4.4	Construct a modified diet based on nutritional needs and health conditions.
Standard 12	<i>HUMAN DEVELOPMENT</i>	
	Analyze factors that influence human growth and development.	
Topic 12.1	Analyze principles of human growth and development across the life span.	
	Student Competencies	
	12.1.1	Analyze physical, emotional, social, moral, and cognitive development.
	12.1.3	Analyze current and emerging research about human growth and development, including but not limited to brain development research.
Topic 12.2	Analyze conditions that influence human growth and development.	
	Student Competencies	
	12.2.1	Analyze the influences of heredity and environment on human growth and development.
	12.2.2	Analyze the influences of social, economic, and technological forces on individual growth and development.
	12.2.3	Analyze the influences of gender, ethnicity, and culture on individual development.
	12.2.4	Analyze the influences of life events on individuals' physical, emotional, social, moral, and cognitive development.
	12.2.5	Analyze geographic, political, and global influences on human growth and development.
Topic 12.3	Analyze strategies that promote growth and development across the life span.	
	Student Competencies	
	12.3.1	Analyze the role of nurturance on human growth and development.
	12.3.2	Analyze the role of communication on human growth and development.
	12.3.3	Analyze the role of educational and family and social services support systems and resources in meeting human growth and development needs.
Standard 13	<i>INTERPERSONAL RELATIONSHIPS</i>	
	Demonstrate respectful and caring relationships in the family, workplace, and community.	
Topic 13.1	Analyze functions and expectations of various types of relationships.	
	Student Competencies	
	13.1.6	Demonstrate stress management strategies for family, work, and community settings.
Topic 13.3	Demonstrate communication skills that contribute to positive relationships.	
	Student Competencies	
	13.3.1	Analyze communication styles and their effects on relationships.

	13.3.2	Demonstrate verbal and nonverbal behaviors and attitudes that contribute to effective communication.
	13.3.3	Demonstrate effective listening and feedback techniques.
	13.3.4	Analyze strategies to overcome communication barriers in family, community, and work settings.
	13.3.5	Apply ethical principles of communication in family, community, and work settings.
	13.3.6	Analyze the effects of communication technology in family, work, and community settings.
	13.3.7	Analyze the roles and functions of communication in family, work, and community settings.
Topic 13.4	Evaluate effective conflict prevention and management techniques.	
	Student Competencies	
	13.4.3	Apply the roles of decision making and problem solving in reducing and managing conflict.
	13.4.4	Demonstrate nonviolent strategies that address conflict.
Topic 13.5	Demonstrate teamwork and leadership skills in the family, workplace, and community.	
	Student Competencies	
	13.5.1	Create an environment that encourages and respects the ideas, perspectives, and contributions of all group members.
	13.5.2	Demonstrate strategies to motivate, encourage, and build trust in group members.
	13.5.3	Demonstrate strategies that utilize the strengths and minimize the limitations of team members.
	13.5.4	Demonstrate techniques that develop team and community spirit.
	13.5.5	Demonstrate ways to organize and delegate responsibilities.
	13.5.6	Create strategies to integrate new members into the team.
	13.5.7	Demonstrate processes for cooperating, compromising, and collaborating.
Topic 13.6	Demonstrate standards that guide behavior in interpersonal relationships.	
	Student Competencies	
	13.6.1	Apply critical thinking and ethical criteria to evaluate interpersonal relationships.
	13.6.2	Apply ethical guidelines when assessing interpersonal issues and situations.
	13.6.3	Apply critical thinking and ethical standards when making judgments and taking action.
	13.6.4	Demonstrate ethical behavior in family, workplace, and community settings.
	13.6.5	Compare the relative merits of opposing points of view regarding current ethical issues.
Standard 14	<i>NUTRITION and WELLNESS</i> Demonstrate nutrition and wellness practices that enhance individual and family well-being.	
Topic 14.1	Analyze factors that influence nutrition and wellness practices across the life span.	
	Student Competencies	
	14.1.5	Analyze legislation and regulations related to nutrition and wellness.

Topic 14.3	Demonstrate ability to acquire, handle, and use foods to meet nutrition and wellness needs of individuals and families across the life span.	
	Student Competencies	
	14.3.1	Apply current dietary guidelines in planning to meet nutrition and wellness needs.
	14.3.2	Design strategies that address the health and nutrition recommendations for individuals and families, including those with needs.
	14.3.3	Demonstrate ability to select, store, prepare, and serve nutritious and aesthetically pleasing food and food product.
Topic 14.4	Evaluate factors that affect food safety from production through consumption.	
	Student Competencies	
	14.4.1	Analyze conditions and practices that promote safe food handling.
	14.4.2	Analyze safety and sanitation practices.
	14.4.3	Analyze how changes in national and international food production and distribution systems influence the food supply, including sustainability, organic food production, and the impact of genetically modified foods.
	14.4.4	Investigate federal, state, and local inspection and labeling systems that protect the health of individuals and the public.
	14.4.5	Analyze foodborne illness factors, including causes, potentially hazardous foods, and methods of prevention.
	14.4.6	Analyze current consumer information about food safety and sanitation.
Standard 15	<i>PARENTING</i> Evaluate the effects of parenting roles and responsibilities on strengthening the well-being of individuals, families, and society.	
Topic 15.1	Analyze roles and responsibilities of parenting.	
	Student Competencies	
	15.1.1	Analyze parenting roles across the life span.
	15.1.2	Analyze expectations and responsibilities of parenting.
	15.1.3	Analyze influences of parenting practices to the individuals, families, and society.
	15.1.4	Analyze societal conditions that influence parenting across the life span.
	15.1.5	Explain cultural differences and similarities in roles and responsibilities of parenting.
Topic 15.2	Evaluate parenting practices that maximize human growth and development.	
	Student Competencies	
	15.2.1	Analyze nurturing practices that support human growth and development.
	15.2.2	Apply communication strategies that promote emotional well-being in family members.
	15.2.3	Assess common practices and emerging research about influences of discipline on human growth and development.
	15.2.4	Analyze the effects of abuse and neglect on children and families and determine methods for prevention.
	15.2.5	Apply criteria for selecting care and services for children and youth.

Topic 15.3	Evaluate external support systems that provide services for parents.	
	Student Competencies	
	15.3.1	Analyze community resources and services available to families.
	15.3.2	Analyze community resources that provide opportunities related to parenting.
	15.3.3	Analyze current laws and policies related to parenting.

Other Reference Documents recommended for use:

Child Development Association Council Competency Standards

<http://www.cdacouncil.org/component/content/article/25-general/528-child-development-associate-cda#>

North Dakota Department of Human Services Core Competencies for Early Education and Care Practitioners

<http://www.nd.gov/dhs/info/pubs/docs/cfs/nd-core-competencies-early-educ-care-practitioners-rev3-17-10.pdf>