

Early Childhood Care & Education Services

#09211

Grades 10-12

- ❖ 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

Max credit = 2

MIS03#09211		1.0 or 2.0 Credit	EARLY CHILDHOOD CARE & EDUCATION SERVICES	✓
Career, Community and Family Connections				
Content Standards	Competencies			
1.1 Analyze strategies to manage multiple roles and responsibilities (individual, family, career, community, and global).	1.1.1 Summarize local and global policies, issues, and trends in the workplace and community that affect individuals and families.			
	1.1.2 Analyze the effects of social, economic, and technological change 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 Define 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.			
1.2 Demonstrate transferable and employability skills in school, community and workplace settings.	1.2.1 Analyze potential career choices to determine the knowledge, skills, and attitudes 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 work ethics and professionalism.			
1.3 Evaluate the reciprocal effects of individual and family participation in community activities.	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 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.			
Education and Early Childhood				
Content Standards	Competencies			
4.1 Analyze career paths within early childhood, education and related services.	4.1.1. Explain the roles and functions of individuals engaged in early childhood, education, and services.			
	4.1.2 Analyze opportunities for employment and entrepreneurial endeavors.			
	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 services occupations on local, state, national, and global economies.			
	4.1.5 Create an employment portfolio for use with applying for internships and work-based learning opportunities in education and early childhood.			
	4.1.6 Analyze the role of professional organizations in education and early childhood.			

4.2 Analyze developmentally appropriate practices to plan for early childhood, education, and services.	4.2.1 Analyze child development theories and their implications for educational and childcare practices.	
	4.2.2 Apply a variety of assessment methods to observe and interpret children's growth and development.	
	4.2.3 Analyze cultural and environmental influences when assessing children's development.	
	4.2.4 Analyze abilities and needs of children and their effects on children's growth and development.	
	4.2.5 Analyze strategies that promote children's growth and development.	
4.3 Demonstrate integration of curriculum and instruction to meet children's developmental needs and interests.	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 child's language, learning styles, early experiences, and cultural values.	
	4.3.4 Demonstrate a variety of teaching methods to meet individual needs of children.	
	4.3.5 Arrange learning centers that provide for children's exploration, discovery, and development.	
	4.3.6 Establish activities, routines, and transitions.	
4.4 Demonstrate a safe and healthy learning environment for children.	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 state regulations.	
	4.4.3 Implement strategies to teach children health, safety, and sanitation habits.	
	4.4.4 Plan safe and healthy meals and snacks.	
	4.4.5 Document symptoms of child 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 children regarding childhood illness and communicable diseases.	
	4.4.7 Demonstrate security and emergency procedures.	
4.5 Demonstrate techniques for positive collaborative relationships with children.	4.5.1 Apply developmentally appropriate guidelines for behavior.	
	4.5.2 Demonstrate problem-solving skills with children.	
	4.5.3 Demonstrate interpersonal skills that promote positive and productive relationships with children.	
	4.5.4 Implement strategies for constructive and supportive interactions between children and families.	
	4.5.5 Analyze children's developmental progress and summarize developmental issues and concerns.	
4.6 Demonstrate professional practices and standards related to working with children.	4.6.1 Utilize 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 children, families, and programs.	
	4.6.4 Demonstrate enthusiasm, initiative, and commitment to program goals and improvements.	
	4.6.5 Apply business management skills to planning businesses in early childhood, education, and services.	

Facilities Management and Maintenance		
Content Standards	Competencies	
5.2 Demonstrate planning, organizing, and maintaining an efficient housekeeping operation for residential or commercial facilities.	5.2.1 Apply housekeeping standards and procedures.	
	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.	
	5.2.6 Analyze energy efficient methods.	
	5.2.7 Demonstrate quality services in keeping with customer expectations.	
5.3 Demonstrate sanitation procedures for a clean and safe environment.	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 use and storage of chemicals.	
	5.3.3 Apply Occupational Safety and Health Administration (OSHA) regulations to situations in which blood borne pathogens exist and need to be labeled and carefully handled.	
	5.3.4 Select a pest control system appropriate for the facility and the types(s) of pests likely to be present.	
	5.3.5 Apply Centers for Disease Control (CDC) standards.	
	5.3.6 Apply Americans with Disabilities Act (ADA) regulations.	
5.5 Demonstrate a work environment that provides safety and security.	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 Administrations (OSHA), and other agencies.	
	5.5.5 Apply procedures for control of infection and infectious materials.	
Family		
Content Standards	Competencies	
6.2 Evaluate the effects of diverse perspectives, needs, and characteristics of individual and families.	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.	

Family and Community Services		
Content Standards	Competencies	
7.1 Analyze career paths within family and community services.	7.1.1 Explain the roles and functions of individuals engaged in family and community services careers.	
	7.1.2 Analyze opportunities for employment and entrepreneurial endeavors.	
	7.1.3 Summarize education, training requirements & opportunities for career paths in family & community services.	
	7.1.4 Analyze the effects of family and community service occupations on local, state, national, and global economies.	
	7.1.5 Demonstrate job acquisition skills to gain work-based learning opportunities and employment in family and community services careers.	
	7.1.6 Analyze the role of professional organizations in family and community services professions.	
7.2 Analyze factors relating to providing family and community services.	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 that confront human service employees.	
	7.2.3 Summarize licensing laws and regulations that affect service providers and their participants.	
	7.2.4 Analyze harmful, fraudulent, 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 individual and family advocacy and self-advocacy strategies to overcome diverse challenges facing human services participants.	
	7.2.7 Analyze community-networking opportunities in family and community services.	
7.3 Demonstrate professional behaviors, skills, and knowledge in providing family and community services.	7.3.1 Apply rules, regulations, and work site policies that affect employer, employee, participant, and family rights and responsibilities.	
	7.3.2 Demonstrate professional and ethical collaborative relationships with colleagues, support teams, participants, and families.	
	7.3.3 Maintain accurate and confidential documentation to be submitted in a timely manner to appropriate sources.	
	7.3.4 Analyze participants' strengths, needs, preferences, and interests across the life span through formal and informal assessment practices.	
	7.3.5 Demonstrate use of technology in human services.	
7.4 Evaluate conditions affecting individuals and families with a variety of disadvantaging conditions.	7.4.1 Assess health, wellness, and safety issues of individual and families with a variety of disadvantaging conditions.	
	7.4.2 Analyze management and living environment issues of individuals and families with a variety of disadvantaging conditions.	
	7.4.3 Analyze personal, social, emotional, economic, vocational, educational, and recreational issues for individuals and family with a variety of disadvantaging conditions.	
	7.4.4 Discriminate 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.	

7.5 Evaluate services for individuals and families with a variety of disadvantaging conditions.	7.5.1 Describe needs and accommodations for people with a variety of disadvantaging conditions.	
	7.5.2 Analyze ways in which individuals with disadvantaging conditions affect the family and family members financially, socially, physically, and emotionally.	
	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 an individual with a variety of disadvantaging conditions.	
	7.5.5 Demonstrate ways to provide support that validates the participants' capabilities and right to privacy, dignity, and autonomy.	
	7.5.6 Demonstrate strategies that help participants make informed choices, access resources and support, follow through on responsibilities, and take appropriate risks.	
Food Production and Services		
Content Standards	Competencies	
8.2 Demonstrate food safety and sanitation procedures.	8.2.2 Employ food service management safety/sanitation program procedures, including CPR and first aid.	
8.4 Demonstrate menu planning principles and techniques based on standardized recipes.	8.4.7 Apply principles of Measurement, Portion Control, Conversions, Food Cost Analysis and Control, Menu Terminology, and Menu Pricing to menu planning.	
Food Science, Dietetics, and Nutrition		
Content Standards	Competencies	
9.2 Apply risk management procedures to food safety, food testing, and sanitation.	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 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 current types of cleaning materials and sanitizers and their proper use.	
9.3 Evaluate nutrition principles, food plans, preparation techniques and specialized dietary plans.	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 prepared foods.	
	9.3.4 Assess the influence of 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 Categorize foods into exchange groups and plan menus, applying the exchange system to meet various nutrient needs.	

9.4 Apply basic concepts of nutrition and nutritional therapy in a variety of settings.	9.4.4 Construct a modified diet based on nutritional needs and health conditions.	
Human Development		
Content Standards	Competencies	
12.1 Analyze principles of human growth and development across the life span.	12.1.1 Analyze physical, emotional, social, spiritual, and intellectual development.	
	12.1.3 Analyze current and emerging research about human growth and development, including research on brain development.	
12.2 Analyze conditions that influence human growth and development.	12.2.1 Analyze the effect of heredity and environment on human growth and development.	
	12.2.2 Analyze the impact of social, economic, and technological forces on individual growth and development.	
	12.2.3 Analyze the effects of gender, ethnicity, and culture on individual development.	
	12.2.4 Analyze the effects of life events on individuals' physical, intellectual, social, moral, and emotional development.	
	12.2.5 Analyze geographic, political, and global influences on human growth and development.	
12.3 Analyze strategies that promote growth and development across the life span.	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 family and social services support systems in meeting human growth and development needs.	
Interpersonal Relationships		
Content Standards	Competencies	
13.1 Analyze functions and expectations of various types of relationships.	13.1.6 Demonstrate stress management strategies for family, work, and community settings.	
13.3 Demonstrate communication skills that contribute to positive relationships.	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.	

13.4 Evaluate effective conflict prevention and management techniques.	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.	
13.5 Demonstrate teamwork and leadership skills in the family, workplace, and community.	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.	
13.6 Demonstrate standards that guide behavior in interpersonal relationships.	13.6.1 Apply critical thinking and ethical criteria to evaluate interpersonal relationships.	
	13.6.2 Apply guidelines for assessing the nature of 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.	
Nutrition and Wellness		
Content Standards	Competencies	
14.1 Analyze factors that influence nutrition and wellness practices across the life span.	14.1.5 Analyze legislation and regulations related to nutrition and wellness.	
14.3 Demonstrate ability to acquire, handle, and use foods to meet nutrition and wellness needs of individuals and families across the life span.	14.3.1 Apply various dietary guidelines in planning to meet nutrition and wellness needs.	
	14.3.2 Design strategies that meet the health and nutrition requirements of individuals and families with special needs.	
	14.3.3 Demonstrate ability to select, store, prepare, and serve nutritious and aesthetically pleasing foods.	
14.4 Evaluate factors that affect food safety from production through consumption.	14.4.1 Analyze conditions and practices that promote safe food handling.	
	14.4.2 Analyze safety and sanitation practices throughout the food chain.	
	14.4.3 Analyze how changes in national and international food production and distribution systems influence the food supply.	
	14.4.4 Analyze federal, state, and local inspection and labeling systems that protect the health of individuals and the public.	
	14.4.5 Analyze food borne illness factors, including causes, foods at risk, and methods of prevention commercially and by individuals and families.	
	14.4.6 Analyze public dialogue about food safety and sanitation.	

Parenting		
Content Standards	Competencies	
15.1 Analyze roles and responsibilities of parenting.	15.1.1 Analyze parenting roles across the life span.	
	15.1.2 Analyze expectations and responsibilities of parenting.	
	15.1.3 Analyze consequences of parenting practices to the individual, family, and society.	
	15.1.4 Analyze societal conditions that influence parenting across the life span.	
	15.1.5 Explain cultural differences in roles and responsibilities of parenting.	
15.2 Evaluate parenting practices that maximize human growth and development.	15.2.1 Choose nurturing practices that support human growth and development.	
	15.2.2 Apply communication strategies that promote positive self-esteem in family members.	
	15.2.3 Assess common practices and emerging research about discipline on human growth and development.	
	15.2.4 Assess 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.	
15.3 Evaluate external support systems that provide services for parents.	15.3.1 Assess community resources and services available to families.	
	15.3.2 Appraise community resources that provide opportunities related to parenting.	
	15.3.3 Summarize current laws and policies related to parenting.	

Other Reference Documents recommended for use:

Child Development Association Council Competency Standards

- ❖ <http://www.cdacouncil.org/the-cda-credential/about-the-cda/cda-competency-standards>

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>