



## National Standards for Family and Consumer Sciences Education

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Developed by National Association of State Administrators of Family and Consumer Sciences (NASAFACS)

### Area of Study 4.0

#### Education and Early Childhood

Family and Consumer Sciences National Standards are outcomes; that is, expectations of what students should know and be able to do upon completion of the course sequence for a pathway/program of study. As curriculum is developed, the national standards should be utilized as indicators of student achievement at the end of the pathway/program of study. Benchmarks should be developed for student achievement in earlier courses. The standards are grouped by Areas of Study, NOT by courses. It is expected that content knowledge and skills from multiple Areas of Study would be utilized when building courses for state or local uses. For example, standards from Area 1-Career, Community and Life Connections, Area 12-Human Development, and Area 13-Interpersonal Relationships, as well as standards from other Areas of Study, might be incorporated into a course sequences for Education and Early Childhood pathways.

#### Comprehensive Standard

Integrate knowledge, skills, and practices required for careers in early childhood, education, and services

#### Content Standards

4.1 Analyze career paths within early childhood, education & related services.

4.2 Analyze developmentally appropriate and culturally responsive practices to plan for early childhood, education, and services.

#### 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 impact of early childhood, education, and services 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.

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 Address specific developmental needs of children based on assessment of a child's abilities.

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- 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 the classroom environment to provide for children's exploration, discovery, and development through multiple methods including learning centers.
  - 4.3.6 Establish effective activities, routines, and transitions for various age groups.
- 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 local, state, and federal regulations.
  - 4.4.3 Implement strategies to teach children 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 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 skills for building and maintaining positive collaborative relationships with children and youth and their families.
  - 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.
  - 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.

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- 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 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 children, families, and programs.
  - 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.