

2009 Mississippi Curriculum Framework

Postsecondary Early Childhood Education Technology

(Program CIP: 19.0709 – Child Care Provider/Assistant)

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Standards in this document are based on information from the following organizations:

Standards and Guidelines for Early Childhood Education Programs

The National Association for the Education of Young
 Children materials used with permission

Mississippi Department of Education, Mississippi Pre-
 Kindergarten Curriculum Guidelines for Three and Four
 Year-Old Children

Related Academic Standards

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Preface

Postsecondary Early Childhood Education Research Synopsis

Articles, books, Web sites, and other materials listed at the end of each course were considered during the revision process. Early childhood environment rating scale, regulations governing licensure of child care facilities, and creative resources for the early childhood classroom were especially useful in providing insight into trends and issues in the field. These references are suggested for use by instructors and students during the study of the topics outlined.

Industry advisory team members from colleges throughout the state were asked to give input related to changes to be made to the curriculum framework. Specific comments related to soft skills needed in this program included having a positive attitude, being at work every day and on time, and having reading, writing, communication, and math skills. Occupation-specific skills stated included knowing the theories of child development, atypical child development, the fundamental principles of child nutrition, and principles of administration. Health and safety practices emphasized included practicing all health and safety regulations and first aid and CPR training.

Instructors from colleges throughout the state were also asked to give input on changes to be made to the curriculum framework. Specific comments related to this program included statements from Advisory Committee members including that this is a good program that covers the needs of industry. Changes suggested for the curriculum included the detailed integration of Mississippi Department of Health Regulations Governing Licensure of Childcare Facilities, Mississippi Early Learning Guidelines, Infant Toddler Environmental Rating Scale Revised (ITERS-R), and Early Childhood Environmental Rating Scale Revised (ECERS-R).

Curriculum

The following national standards were referenced in each course of the curriculum:

- CTB/McGraw-Hill LLC *Tests of Adult Basic Education, Forms 7 and 8* Academic Standards
- 21st Century Skills Standards
- *National Educational Technology Standards for Students*
- National Association for the Education of Young Children Associate Degree Standards, Mississippi Pre-Kindergarten Curriculum Guidelines for Three Year Old Children, and Mississippi Pre-Kindergarten Curriculum Guidelines for Four Year Old Children
- Industry and instructor comments, along with current research, were considered by the curriculum revision team during the revision process, and changes were made as needed and appropriate. Many of the skills and topics noted in the research were already included in the curriculum framework. Specific changes made to the curriculum at the October 23–24, 2008 curriculum revision meeting included:
 - All program descriptions, competencies, and objectives were reviewed to ensure accuracy and appropriateness.
 - The competency wording was strengthened and updated to revised standards.
 - The Recommended Tools and Equipment list was reviewed.

Assessment

Students will be assessed using the *Postsecondary Early Childhood Education Technology CPAS Test*.

Professional Learning

It is suggested that instructors participate in professional learning related to the following concepts:

- How to use the program Blackboard site
- Keyboarding skills
- Differentiated instruction – To learn more about differentiated instruction, please go to http://www.paec.org/teacher2teacher/additional_subjects.html and click on Differentiated Instruction. Work through this online course, and review the additional resources.

Foreword

As the world economy continues to evolve, businesses and industries must adopt new practices and processes in order to survive. Quality and cost control, work teams and participatory management, and an infusion of technology are transforming the way people work and do business. Employees are now expected to read, write, and communicate effectively; think creatively, solve problems, and make decisions; and interact with each other and the technologies in the workplace. Vocational–technical programs must also adopt these practices in order to provide graduates who can enter and advance in the changing work world.

The curriculum framework in this document reflects these changes in the workplace and a number of other factors that impact on local vocational–technical programs. Federal and state legislation calls for articulation between high school and community college programs, integration of academic and vocational skills, and the development of sequential courses of study that provide students with the optimum educational path for achieving successful employment. National skills standards, developed by industry groups and sponsored by the U.S. Department of Education and Labor, provide vocational educators with the expectations of employers across the United States. All of these factors are reflected in the framework found in this document.

Each postsecondary program of instruction consists of a program description and a suggested sequence of courses that focus on the development of occupational competencies. Each vocational–technical course in this sequence has been written using a common format that includes the following components:

- Course Name – A common name that will be used by all community/junior colleges in reporting students
- Course Abbreviation – A common abbreviation that will be used by all community/junior colleges in reporting students
- Classification – Courses may be classified as the following:
 - Vocational–technical core – A required vocational–technical course for all students
 - Area of concentration (AOC) core – A course required in an area of concentration of a cluster of programs
 - Vocational–technical elective – An elective vocational–technical course
 - Related academic course – An academic course that provides academic skills and knowledge directly related to the program area
 - Academic core – An academic course that is required as part of the requirements for an associate’s degree
- Description – A short narrative that includes the major purpose(s) of the course and the recommended number of hours of lecture and laboratory activities to be conducted each week during a regular semester

- Prerequisites – A listing of any courses that must be taken prior to or on enrollment in the course
- Corequisites – A listing of courses that may be taken while enrolled in the course
- Competencies and Suggested Objectives – A listing of the competencies (major concepts and performances) and of the suggested student objectives that will enable students to demonstrate mastery of these competencies

The following guidelines were used in developing the program(s) in this document and should be considered in compiling and revising course syllabi and daily lesson plans at the local level.

- The content of the courses in this document reflects approximately 75% of the time allocated to each course. The remaining 25% of each course should be developed at the local district level and may reflect the following:
 - Additional competencies and objectives within the course related to topics not found in the state framework, including activities related to specific needs of industries in the community college district
 - Activities that develop a higher level of mastery on the existing competencies and suggested objectives
 - Activities and instruction related to new technologies and concepts that were not prevalent at the time the current framework was developed/revised
 - Activities that implement components of the Mississippi TechPrep initiative, including integration of academic and vocational–technical skills and coursework, school-to-work transition activities, and articulation of secondary and postsecondary vocational–technical programs
 - Individualized learning activities, including work site learning activities, to better prepare individuals in the courses for their chosen occupational areas
- Sequencing of the course within a program is left to the discretion of the local district. Naturally, foundation courses related to topics such as safety, tool and equipment usage, and other fundamental skills should be taught first. Other courses related to specific skill areas and related academics, however, may be sequenced to take advantage of seasonal and climatic conditions, resources located outside of the school, and other factors.
- Programs that offer an Associate of Applied Science degree must include a minimum 15 semester credit hour academic core. Specific courses to be taken within this core are to be determined by the local district. Minimum academic core courses are as follows:

○ 3 semester credit hours	Math/Science Elective
○ 3 semester credit hours	Written Communications Elective
○ 3 semester credit hours	Oral Communications Elective
○ 3 semester credit hours	Humanities/Fine Arts Elective
○ 3 semester credit hours	Social/Behavioral Science Elective

It is recommended that courses in the academic core be spaced out over the entire length of the program so that students complete some academic and vocational–technical courses each semester. Each community/junior college has the discretion to select the actual courses that are required to meet this academic core requirement.

- In instances where secondary programs are directly related to community and junior college programs, competencies and suggested objectives from the high school programs are listed as Baseline Competencies. These competencies and objectives reflect skills and knowledge that are directly related to the community and junior college vocational–technical program. In adopting the curriculum framework, each community and junior college is asked to give assurances that:
 - students who can demonstrate mastery of the Baseline Competencies do not receive duplicate instruction and
 - students who cannot demonstrate mastery of this content will be given the opportunity to do so.
- The roles of the Baseline Competencies are to:
 - assist community/junior college personnel in developing articulation agreements with high schools and
 - ensure that all community and junior college courses provide a higher level of instruction than their secondary counterparts.
- The Baseline Competencies may be taught as special “Introduction” courses for 3–6 semester hours of institutional credit that will not count toward associate degree requirements. Community and junior colleges may choose to integrate the Baseline Competencies into ongoing courses in lieu of offering the “Introduction” courses or may offer the competencies through special projects or individualized instruction methods.
- Technical elective courses have been included to allow community colleges and students to customize programs to meet the needs of industries and employers in their areas.

In order to provide flexibility within the districts, individual courses within a framework may be customized by:

- adding new competencies and suggested objectives,
- revising or extending the suggested objectives for individual competencies,
- integrating baseline competencies from associated high school programs, or
- adjusting the semester credit hours of a course to be up 1 hour or down 1 hour (after informing the State Board for Community and Junior Colleges [SBCJC] of the change).

In addition, the curriculum framework as a whole may be customized by:

- resequencing courses within the suggested course sequence,
- developing and adding a new course that meets specific needs of industries and other clients in the community or junior college district (with SBCJC approval), or
- utilizing the technical elective options in many of the curricula to customize programs.

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Program Description

The Early Childhood Education Technology program provides preparation for a professional career in the discipline of Early Childhood Education spanning a variety of career options. This discipline includes classroom instruction, supervised laboratory experiences, and work-based learning experiences. Students will develop competencies that enable them to provide services, teach, and guide young children as related to various child development professions.

The Early Childhood Education Technology curriculum is a 2-year discipline that requires a minimum of 68 semester hours of course work. These minimum course requirements are 18 semester hours of general education and 50 semester hours of child development and guidance management courses. Suggested levels are optional. Successful completion of the Early Childhood Education Technology curriculum results in the student's receiving an Associate in Applied Science degree. This curriculum meets the National Association for the Education of Young Children Standards for Early Childhood Professional Preparation and the Mississippi Department of Education Benchmarks for Pre-Kindergarten (3- and 4-year-olds).

Jobs are available for all students who complete this discipline, in a public, private, or parochial Early Childhood Education Technology Program, including those in public and private child care centers that serve children of all socioeconomic levels and abilities; commercial, industrial, institutional centers; and recreational and hospital child care centers.

Articulation

Articulation credit from Secondary Early Childhood Services and Education Technology to Postsecondary Early Childhood Education Technology will be awarded upon implementation of this curriculum by the college. The courses to be articulated include Early Childhood Profession (CDT 1113) and Child Health and Safety (CDT 1343) with the stipulation of passing the MS-CPAS2 according to SBCJC guidelines.

Suggested Course Sequence*

Early Childhood Education Technology

Baseline Competencies for Early Childhood Education Technology**

FIRST YEAR

3 sch Early Childhood Profession (CDT 1113) 4 sch Creative Arts for Young Children (CDT 1314) 4 sch Child Development I (CDT 1214) 3 sch Child Health and Safety (CDT 1343) 3 sch Written Communications Elective <hr style="width: 100%;"/> 17 sch	4 sch Child Development II (CDT 1224) 3 sch Language and Literacy Development for Young Children (CDT 1713) 4 sch Social Studies, Math, and Science for Young Children (CDT 2714) 3 sch Written Communications II Elective (District option) 3 sch Fine Arts/Humanities Elective <hr style="width: 100%;"/> 17 sch
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SECOND YEAR

3 sch Guiding Social and Emotional Behavior (CDT 2233) 3 sch Nutrition for Young Children (CDT 1513) 5 sch Student Teaching I (CDT 2915) 3 sch Methods and Materials (CDT 2613) 3 sch Math/Science Elective <hr style="width: 100%;"/> 17 sch	5 sch Student Teaching II (CDT 2925) 3 sch Atypical Child Development (CDT 2413) 3 sch Administration of Programs for Young Children (CDT 2813) 3 sch Oral Communications Elective 3 sch Social/Behavioral Science Elective <hr style="width: 100%;"/> 17 sch
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* Students who lack entry level skills in math, English, science, and so forth will be provided related studies.

** Baseline competencies are taken from the high school Early Childhood Services and Education program. Students who can document mastery of these competencies should not receive duplicate instruction. Students who cannot demonstrate mastery will be required to do so.

Early Childhood Education Technology Courses

Course Name: Early Childhood Profession

Course Abbreviation: CDT 1113

Classification: Vocational–Technical Core

Description: This course is an introduction to the profession of early childhood, types of early childhood programs, and theories of child development. Students are required to develop observational skills through laboratory experience. (3 sch: 2-hr lecture, 2-hr lab)

Prerequisite: None

Competencies and Suggested Objectives	
1.	Explain the Early Childhood Education Technology (CDT) program philosophy and policies. <ol style="list-style-type: none"> a. Identify expected behaviors of CDT students, children, parents, teachers, and instructors according to program policies. b. Demonstrate knowledge and ability to adhere to professional ethics and confidentiality standards.
2.	Use systematic approach to observing and recording child behavior. <ol style="list-style-type: none"> a. Use various methods of observational techniques. b. Record observation findings using a variety of methods.
3.	Discuss early childhood education and child care movements to include history, theories, and practice. <ol style="list-style-type: none"> a. Identify philosophers of Early Childhood Education. b. Identify developmentally appropriate practice as described by the National Association for the Education of Young Children (NAEYC). c. Explain the importance of lesson plans, behavioral goals, and objectives for young children.
4.	Describe types of early childhood programs and employment opportunities. <ol style="list-style-type: none"> a. Analyze the various types of child care services including public, private, church sponsored, home-based, corporate, franchised, military, and so forth. b. Explore employment opportunities in the childhood profession career ladder.

STANDARDS

The National Association for the Education of Young Children's Standards for Early Childhood Professional Preparation

- CD1 Promoting Child Development and Learning
- CD2 Building Family and Community Relationships
- CD3 Observing, Documenting, and Assessing to Support Young Children and Families
- CD4 Teaching and Learning

- a. Connecting with children and families
 - b. Using developmentally effective approaches
 - c. Understanding content knowledge in early education
 - d. Building meaningful curriculum
- CD5 Becoming a Professional

Mississippi Pre-Kindergarten Curriculum Guidelines—Three-Year-Old Children

- L1 Exhibits developmentally appropriate receptive language
- L2 Exhibits developmentally appropriate oral language for communication purposes
- L3 Demonstrates phonological awareness
- L4 Demonstrates an awareness of print
- E1 Engages in different kinds of play in various settings
- E2 Develops self-help skills
- E3 Develops social awareness and participates in a supportive classroom community
- E4 Develops self-discipline and a positive self-concept
- P1 Develops sense of body coordination and explore moving in space
- P2 Develops gross-motor skills
- P3 Develops fine-motor skills
- S1 Acquires scientific knowledge related to life science
- S2 Acquires scientific knowledge related to earth science
- S3 Engages in simple investigations using science processes
- S4 Develops an understanding of rules and routines related to health and safety practices

Mississippi Pre-Kindergarten Curriculum Guidelines—Four-Year-Old Children

- SI1 Develops awareness of living and nonliving things
- SI3 Engages in practices to promote routine good health, nutrition, and safety
- SI6 Engages in simple investigations using science process
- SE1 Demonstrates a positive self-concept
- SE2 Demonstrates control over emotions and behavior in various settings
- SE3 Develops positive engagement in the learning environment
- SE4 Develops positive relationships with adults and children

Related Academic Standards

- R1 Interpret Graphic Information (forms, maps, reference sources)
- R2 Words in Context (same and opposite meaning)
- R3 Recall Information (details, sequence)
- R4 Construct Meaning (main idea, summary/paraphrase, compare/contrast, cause-effect)
- R5 Evaluate/Extend Meaning (fact/opinion, predict outcomes, point of view)
- M1 Addition of Whole Numbers (no regrouping, regrouping)
- M2 Subtraction of Whole Numbers (no regrouping, regrouping)
- M3 Multiplication of Whole Numbers (no regrouping, regrouping)
- M4 Division of Whole Numbers (no remainder, remainder)

- M5 Decimals (addition, subtraction, multiplication, division)
- M6 Fractions (addition, subtraction, multiplication, division)
- M7 Integers (addition, subtraction, multiplication, division)
- M8 Percents
- M9 Algebraic Operations
- A1 Numeration (ordering, place value, scientific notation)
- A2 Number Theory (ratio, proportion)
- A3 Data Interpretation (graph, table, chart, diagram)
- A4 Pre-Algebra and Algebra (equations, inequality)
- A5 Measurement (money, time, temperature, length, area, volume)
- A6 Geometry (angles, Pythagorean theory)
- A7 Computation in Context (whole numbers, decimals, fractions, algebraic operations)
- A8 Estimation (rounding, estimation)
- L1 Usage (pronoun, tense, subject–verb agreement, adjective, adverb)
- L2 Sentence Formation (fragments, run-on, clarity)
- L3 Paragraph Development (topic sentence, supporting sentence, sequence)
- L4 Capitalization (proper noun, titles)
- L5 Punctuation (comma, semicolon)
- L6 Writing Conventions (quotation marks, apostrophe, parts of a letter)
- S1 Vowel (short, long)
- S2 Consonant (variant spelling, silent letter)
- S3 Structural Unit (root, suffix)

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21st Century Skills

- CS1 Global Awareness
- CS2 Financial, Economic, and Business Literacy
- CS3 Civic Literacy
- CS4 Information and Communication Skills
- CS5 Thinking and Problem-Solving Skills
- CS6 Interpersonal and Self-Directional Skills

National Educational Technology Standards for Students

- T1 Basic operations and concepts
- T2 Social, ethical, and human issues
- T3 Technology productivity tools
- T4 Technology communications tools
- T5 Technology research tools
- T6 Technology problem-solving and decision-making tools

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Course Name: Child Development I

Course Abbreviation: CDT 1214

Classification: Vocational–Technical Core

Description: This course provides knowledge concerning the care and development of infants and toddlers in group settings. Practice is given in infant and toddler caregiving (birth to 36 months) in group settings through classroom laboratory or collaborative centers. (4 sch: 3-hr lecture, 2-hr lab)

Prerequisite: None

Competencies and Suggested Objectives	
1.	Identify the cognitive, physical, emotional, language, and social developmental characteristics of the child. <ol style="list-style-type: none"> a. Explain developmental norms as they relate to caregiving of infants. b. Record observations of children using a developmental profile.
2.	Demonstrate the responsibilities of the caregiver role. <ol style="list-style-type: none"> a. Identify daily routine tasks for infant/toddler caregiving. b. Practice the daily routine tasks required for infant caregiving.
3.	Plan an infant/toddler curriculum. <ol style="list-style-type: none"> a. Devise strategies (lesson plans) appropriate to the age-level of infants' and toddlers' development. b. Demonstrate the use of the Infant Toddler Environmental Rating Scale Revised (ITERS-R) to evaluate materials and equipment in the indoor and outdoor environment.

STANDARDS

The National Association for the Education of Young Children's Standards for Early Childhood Professional Preparation

- CD1 Promoting Child Development and Learning
- CD2 Building Family and Community Relationships
- CD3 Observing, Documenting, and Assessing to Support Young Children and Families
- CD4 Teaching and Learning
 - a. Connecting with children and families
 - b. Using developmentally effective approaches
 - c. Understanding content knowledge in early education
 - d. Building meaningful curriculum
- CD5 Becoming a Professional

Mississippi Pre-Kindergarten Curriculum Guidelines—Three-Year-Old Children

- L1 Exhibits developmentally appropriate receptive language
- L2 Exhibits developmentally appropriate oral language for communication purposes
- L3 Demonstrates phonological awareness
- L4 Demonstrates an awareness of print
- M1 Number sense, number operations, and number relationships
- M2 Patterns and relationships
- M3 Compare, classify (sort), and order
- M4 Geometry and spatial sense
- M5 Parts and wholes
- E1 Engages in different kinds of play in various settings
- E2 Develops self-help skills
- E3 Develops social awareness and participates in a supportive classroom community.
- E4 Develops self-discipline and a positive self-concept.
- P1 Develops sense of body coordination and explore moving in space.
- P2 Develops gross-motor skills
- P3 Develops fine-motor skills
- S3 Engages in simple investigations using science processes
- S4 Develops an understanding of rules and routines related to health and safety practices

Mississippi Pre-Kindergarten Curriculum Guidelines— Four-Year-Old Children

- LD1 Exhibits developmentally appropriate receptive language
- LD2 Exhibits developmentally appropriate oral language for communication purposes
- LD3 Demonstrates phonological and phonemic awareness
- LD4 Demonstrates an awareness of print
- LD5 Constructs meaning when responding to a story or a picture

- SI3 Engages in practices to promote routine good health, nutrition, and safety
- SI6 Engages in simple investigations using science process
- SE1 Demonstrates a positive self-concept
- SE3 Develops positive engagement in the learning environment
- SE4 Develops positive relationships with adults and children

Related Academic Standards

- R1 Interpret Graphic Information (forms, maps, reference sources)
- R2 Words in Context (same and opposite meaning)
- R3 Recall Information (details, sequence)
- R4 Construct Meaning (main idea, summary/paraphrase, compare/contrast, cause–effect)
- R5 Evaluate/Extend Meaning (fact/opinion, predict outcomes, point of view)
- M1 Addition of Whole Numbers (no regrouping, regrouping)
- M2 Subtraction of Whole Numbers (no regrouping, regrouping)
- M3 Multiplication of Whole Numbers (no regrouping, regrouping)

- M4 Division of Whole Numbers (no remainder, remainder)
- M5 Decimals (addition, subtraction, multiplication, division)
- M6 Fractions (addition, subtraction, multiplication, division)
- M7 Integers (addition, subtraction, multiplication, division)
- M8 Percents
- M9 Algebraic Operations
- A1 Numeration (ordering, place value, scientific notation)
- A2 Number Theory (ratio, proportion)
- A3 Data Interpretation (graph, table, chart, diagram)
- A4 Pre-Algebra and Algebra (equations, inequality)
- A5 Measurement (money, time, temperature, length, area, volume)
- A6 Geometry (angles, Pythagorean theory)
- A7 Computation in Context (whole numbers, decimals, fractions, algebraic operations)
- A8 Estimation (rounding, estimation)
- L1 Usage (pronoun, tense, subject–verb agreement, adjective, adverb)
- L2 Sentence Formation (fragments, run-on, clarity)
- L3 Paragraph Development (topic sentence, supporting sentence, sequence)
- L4 Capitalization (proper noun, titles)
- L5 Punctuation (comma, semicolon)
- L6 Writing Conventions (quotation marks, apostrophe, parts of a letter)
- S1 Vowel (short, long)
- S2 Consonant (variant spelling, silent letter)
- S3 Structural Unit (root, suffix)

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21st Century Skills

- CS1 Global Awareness
- CS2 Financial, Economic, and Business Literacy
- CS3 Civic Literacy
- CS4 Information and Communication Skills
- CS5 Thinking and Problem-Solving Skills
- CS6 Interpersonal and Self-Directional Skills

National Educational Technology Standards for Students

- T1 Basic operations and concepts
- T2 Social, ethical, and human issues
- T3 Technology productivity tools
- T4 Technology communications tools
- T5 Technology research tools
- T6 Technology problem-solving and decision-making tools

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Course Name: Child Development II

Course Abbreviation: CDT 1224

Classification: Vocational–Technical Core

Description: This course provides knowledge concerning the care and development of preschool children in group settings. Practice is given in preschool children caregiving in group settings through classroom laboratory or collaborative centers. (ages 3–8) (4 sch: 3-hr lecture, 2-hr lab)

Prerequisite: None

Competencies and Suggested Objectives	
1.	Identify the cognitive, physical, emotional, language, and social developmental characteristics of the child. <ol style="list-style-type: none"> a. Explain developmental norms as they relate to caregiving of preschool children. b. Record observations of children using a developmental profile.
2.	Demonstrate the responsibilities of the caregiver role. <ol style="list-style-type: none"> a. Identify daily routine tasks for preschool children caregiving. b. Practice the daily routine tasks required for preschool caregiving.
3.	Plan a preschooler curriculum. <ol style="list-style-type: none"> a. Devise strategies (lesson plans) appropriate to the age-level of preschool development. b. Demonstrate the use of the Early Childhood Environmental Rating Scale Revised (ECERS-R) to evaluate materials and equipment in the indoor and outdoor environment.

STANDARDS

The National Association for the Education of Young Children's Standards for Early Childhood Professional Preparation

- CD1 Promoting Child Development and Learning
- CD2 Building Family and Community Relationships
- CD3 Observing, Documenting, and Assessing to Support Young Children and Families
- CD4 Teaching and Learning
 - a. Connecting with children and families
 - b. Using developmentally effective approaches
 - c. Understanding content knowledge in early education
 - d. Building meaningful curriculum
- CD5 Becoming a Professional

Mississippi Pre-Kindergarten Curriculum Guidelines—Three-Year-Old Children

- L1 Exhibits developmentally appropriate receptive language
- L2 Exhibits developmentally appropriate oral language for communication purposes

- L3 Demonstrates phonological awareness
- L4 Demonstrates an awareness of print
- M1 Number sense, number operations, and number relationships
- M2 Patterns and relationships
- M3 Compare, classify (sort), and order
- M4 Geometry and spatial sense
- M5 Parts and wholes
- E1 Engages in different kinds of play in various settings
- E2 Develops self-help skills
- E3 Develops social awareness and participates in a supportive classroom community
- E4 Develops self-discipline and a positive self-concept
- P1 Develops sense of body coordination and explore moving in space
- P2 Develops gross-motor skills
- P3 Develops fine-motor skills
- S1 Acquires scientific knowledge related to life science
- S2 Acquires scientific knowledge related to earth science
- S3 Engages in simple investigations using science processes
- S4 Develops an understanding of rules and routines related to health and safety practices

Mississippi Pre-Kindergarten Curriculum Guidelines— Four-Year-Old Children

- LD1 Exhibits developmentally appropriate receptive language
- LD2 Exhibits developmentally appropriate oral language for communication purposes
- LD3 Demonstrates phonological and phonemic awareness
- LD4 Demonstrates an awareness of print
- LD5 Constructs meaning when responding to a story or a picture
- ML1 Develops an awareness of and uses number sense, numbers, and operations
- ML2 Develops an awareness of relations and patterns
- ML3 Develops an awareness of and uses geometry and spatial reasoning
- ML4 Develops an awareness of and uses measurement
- ML5 Begins to analyze and interpret data
- SI1 Develops awareness of living and nonliving things
- SI2 Develops awareness of the five senses
- SI3 Engages in practices to promote routine good health, nutrition, and safety
- SI4 Develops awareness of observable properties of objects and materials
- SI5 Develops awareness and appreciation for the environment
- SI6 Engages in simple investigations using science process
- SE1 Demonstrates a positive self-concept
- SE2 Demonstrates control over emotions and behavior in various settings
- SE3 Develops positive engagement in the learning environment
- SE4 Develops positive relationships with adults and children
- PD1 Develops a sense of body coordination and explores moving in space
- PD2 Develops gross motor skills
- PD3 Develops fine motor skills

Related Academic Standards

- R1 Interpret Graphic Information (forms, maps, reference sources)
- R2 Words in Context (same and opposite meaning)
- R3 Recall Information (details, sequence)
- R4 Construct Meaning (main idea, summary/paraphrase, compare/contrast, cause–effect)
- R5 Evaluate/Extend Meaning (fact/opinion, predict outcomes, point of view)
- M1 Addition of Whole Numbers (no regrouping, regrouping)
- M2 Subtraction of Whole Numbers (no regrouping, regrouping)
- M3 Multiplication of Whole Numbers (no regrouping, regrouping)
- M4 Division of Whole Numbers (no remainder, remainder)
- M5 Decimals (addition, subtraction, multiplication, division)
- M6 Fractions (addition, subtraction, multiplication, division)
- M7 Integers (addition, subtraction, multiplication, division)
- M8 Percents
- M9 Algebraic Operations
- A1 Numeration (ordering, place value, scientific notation)
- A2 Number Theory (ratio, proportion)
- A3 Data Interpretation (graph, table, chart, diagram)
- A4 Pre-Algebra and Algebra (equations, inequality)
- A5 Measurement (money, time, temperature, length, area, volume)
- A6 Geometry (angles, Pythagorean theory)
- A7 Computation in Context (whole numbers, decimals, fractions, algebraic operations)
- A8 Estimation (rounding, estimation)
- L1 Usage (pronoun, tense, subject–verb agreement, adjective, adverb)
- L2 Sentence Formation (fragments, run-on, clarity)
- L3 Paragraph Development (topic sentence, supporting sentence, sequence)
- L4 Capitalization (proper noun, titles)
- L5 Punctuation (comma, semicolon)
- L6 Writing Conventions (quotation marks, apostrophe, parts of a letter)
- S1 Vowel (short, long)
- S2 Consonant (variant spelling, silent letter)
- S3 Structural Unit (root, suffix)

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21st Century Skills

- CS1 Global Awareness
- CS2 Financial, Economic, and Business Literacy
- CS3 Civic Literacy
- CS4 Information and Communication Skills
- CS5 Thinking and Problem-Solving Skills
- CS6 Interpersonal and Self-Directional Skills

National Educational Technology Standards for Students

- T1 Basic operations and concepts
- T2 Social, ethical, and human issues
- T3 Technology productivity tools
- T4 Technology communications tools
- T5 Technology research tools
- T6 Technology problem-solving and decision-making tools

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- Decker, C. (2006). *Children the early years*. Tinley Park, IL: Goodheart-Wilcox.
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- Right from birth* [Videotape series]. (2000). (Available from Mississippi Educational Television, 3825 Ridgewood Road, Jackson, MS 39211)

Course Name: Creative Arts for Young Children

Course Abbreviation: CDT 1314

Classification: Vocational–Technical Core

Description: This course is designed to plan and develop creative art activities with children birth to age eight. Activities will be implemented during Student Teaching I and II. (4 sch: 4-hr lecture)

Prerequisite: None

Competencies and Suggested Objectives	
1.	Discuss the stages of art, music, and movement development in young children. <ol style="list-style-type: none"> Identify the characteristics of each stage of art, music, and movement development in young children. Design developmentally appropriate art, music, and movement activities. Plan developmentally appropriate art and music experiences at each stage of development for the young child.
2.	Identify ways teachers promote creativity in young children in the classroom environment and across all curriculum areas in accordance with the Infant Toddler Environmental Rating Scale Revised (ITERS-R) and Early Childhood Environmental Rating Scale Revised (ECERS-R) standards.

STANDARDS

The National Association for the Education of Young Children's Standards for Early Childhood Professional Preparation

- CD1 Promoting Child Development and Learning
- CD3 Observing, Documenting, and Assessing to Support Young Children and Families
- CD4 Teaching and Learning
 - Connecting with children and families
 - Using developmentally effective approaches
 - Understanding content knowledge in early education
 - Building meaningful curriculum
- CD5 Becoming a Professional

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- M1 Number sense, number operations, and number relationships

- M2 Patterns and relationships
- M3 Compare, classify (sort), and order
- M4 Geometry and spatial sense
- M5 Parts and wholes
- E1 Engages in different kinds of play in various settings
- E2 Develops self-help skills
- E3 Develops social awareness and participates in a supportive classroom community
- E4 Develops self-discipline and a positive self-concept
- P1 Develops sense of body coordination and explore moving in space
- P2 Develops gross-motor skills
- P3 Develops fine-motor skills
- S3 Engages in simple investigations using science processes
- S4 Develops an understanding of rules and routines related to health and safety practices

Mississippi Pre-Kindergarten Curriculum Guidelines— Four-Year-Old Children

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- LD2 Exhibits developmentally appropriate oral language for communication purposes
- LD3 Demonstrates phonological and phonemic awareness
- LD4 Demonstrates an awareness of print
- LD5 Constructs meaning when responding to a story or a picture
- ML1 Develops an awareness of and uses number sense, numbers, and operations
- ML2 Develops an awareness of relations and patterns
- ML3 Develops an awareness of and uses geometry and spatial reasoning
- ML4 Develops an awareness of and uses measurement
- SI1 Develops awareness of living and nonliving things
- SI2 Develops awareness of the five senses
- SI3 Engages in practices to promote routine good health, nutrition, and safety
- SI4 Develops awareness of observable properties of objects and materials
- SI6 Engages in simple investigations using science process
- SE1 Demonstrates a positive self-concept
- SE2 Demonstrates control over emotions and behavior in various settings
- SE3 Develops positive engagement in the learning environment
- SE4 Develops positive relationships with adults and children
- PD1 Develops a sense of body coordination and explores moving in space
- PD2 Develops gross motor skills
- PD3 Develops fine motor skills

Related Academic Standards

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- R3 Recall Information (details, sequence)
- R4 Construct Meaning (main idea, summary/paraphrase, compare/contrast, cause–effect)
- R5 Evaluate/Extend Meaning (fact/opinion, predict outcomes, point of view)
- M1 Addition of Whole Numbers (no regrouping, regrouping)

- M2 Subtraction of Whole Numbers (no regrouping, regrouping)
- M3 Multiplication of Whole Numbers (no regrouping, regrouping)
- M4 Division of Whole Numbers (no remainder, remainder)
- M5 Decimals (addition, subtraction, multiplication, division)
- M6 Fractions (addition, subtraction, multiplication, division)
- M7 Integers (addition, subtraction, multiplication, division)
- M8 Percents
- M9 Algebraic Operations
- A1 Numeration (ordering, place value, scientific notation)
- A2 Number Theory (ratio, proportion)
- A3 Data Interpretation (graph, table, chart, diagram)
- A4 Pre-Algebra and Algebra (equations, inequality)
- A5 Measurement (money, time, temperature, length, area, volume)
- A6 Geometry (angles, Pythagorean theory)
- A7 Computation in Context (whole numbers, decimals, fractions, algebraic operations)
- A8 Estimation (rounding, estimation)
- L1 Usage (pronoun, tense, subject–verb agreement, adjective, adverb)
- L2 Sentence Formation (fragments, run-on, clarity)
- L3 Paragraph Development (topic sentence, supporting sentence, sequence)
- L4 Capitalization (proper noun, titles)
- L5 Punctuation (comma, semicolon)
- L6 Writing Conventions (quotation marks, apostrophe, parts of a letter)
- S1 Vowel (short, long)
- S2 Consonant (variant spelling, silent letter)
- S3 Structural Unit (root, suffix)

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21st Century Skills

- CS1 Global Awareness
- CS2 Financial, Economic, and Business Literacy
- CS3 Civic Literacy
- CS4 Information and Communication Skills
- CS5 Thinking and Problem-Solving Skills
- CS6 Interpersonal and Self-Directional Skills

National Educational Technology Standards for Students

- T1 Basic operations and concepts
- T2 Social, ethical, and human issues
- T3 Technology productivity tools
- T4 Technology communications tools
- T5 Technology research tools
- T6 Technology problem-solving and decision-making tools

SUGGESTED REFERENCES

- Edwards, L. C. (2005). *The creative arts: A process approach for teachers and children*. Upper Saddle River, NJ: Prentice-Hall.
- Isbell, R. T., & Raines S. C. (2006). *Creativity and the arts with young children*. Albany, NY: Delmar.
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- Mayesky, M. (2005). *Creative art and activities: Crayons, chalk, and markers*. Albany, NY: Delmar.
- Mayesky, M. (2005). *Creative art and activities: Painting*. Albany, NY: Delmar.
- Mayesky, M. (2005). *Creative art and activities: Paper art*. Albany, NY: Delmar.
- Mayesky, M. (2005). *Creative art and activities: Print making*. Albany, NY: Delmar.
- Schiller, P., & Phipps, P. (2002). *The complete daily curriculum for early childhood*. Beltsville, MD: Gryphon House.

Course Name: Child Health and Safety

Course Abbreviation: CDT 1343

Classification: Vocational–Technical Core

Description: This course emphasizes health and safety practices in the care and education of young children that includes health and safety issues required by the Mississippi Department of Health (MDH) Regulations Governing Licensure of Childcare Facilities and referenced in the Infant Toddler Environmental Rating Scale Revised (ITERS-R) and Early Childhood Environmental Rating Scale Revised (ECERS-R). (3 sch: 3-hr lecture)

Prerequisite: None

Competencies and Suggested Objectives
1. Discuss lifesaving procedures for young children. <ol style="list-style-type: none"> Demonstrate basic first aid skills and CPR to include infant, child, and adult. Discuss the importance of certification in CPR and first aid.
2. Explain universal precautions. <ol style="list-style-type: none"> Define universal precautions. Discuss the importance of procedures and guidelines in preventing the spread of diseases.
3. Discuss child abuse and responsibilities of a caregiver. <ol style="list-style-type: none"> Identify signs of abuse (emotional, physical, sexual, and neglect). Outline documentation procedures when abuse is suspected. Outline reporting procedures as required by Mississippi state law.
4. Discuss common communicable diseases. <ol style="list-style-type: none"> Identify and outline stages of disease, methods of transmission, and immunizations available. Determine the caregiver's role and responsibilities as they relate to the management of illness and MDH regulations. Identify MDH regulations regarding immunizations.
5. Develop a safe environment for young children. <ol style="list-style-type: none"> Identify appropriate safety guidelines for indoor and outdoor environments. Evaluate toys and equipment for safety. Identify and practice ways to keep current on safety issues such as materials and equipment recalls and environmental hazards. Analyze the caregiver's role in management of safe practices.
6. Explore developmentally appropriate practices for introducing young children to basic health and safety concepts. <ol style="list-style-type: none"> Identify safety concepts and learning experiences appropriate for young children. Identify health concepts and learning experiences appropriate for young children.

STANDARDS

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 - a. Connecting with children and families
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 - c. Understanding content knowledge in early education
 - d. Building meaningful curriculum
- CD5 Becoming a Professional

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- L1 Exhibits developmentally appropriate receptive language
- L2 Exhibits developmentally appropriate oral language for communication purposes
- E1 Engages in different kinds of play in various settings
- E2 Develops self-help skills
- E3 Develops social awareness and participates in a supportive classroom community
- E4 Develops self-discipline and a positive self-concept
- S1 Acquires scientific knowledge related to life science
- S3 Engages in simple investigations using science processes
- S4 Develops an understanding of rules and routines related to health and safety practices

Mississippi Pre-Kindergarten Curriculum Guidelines— Four-Year-Old Children

- LD1 Exhibits developmentally appropriate receptive language
- LD2 Exhibits developmentally appropriate oral language for communication purposes
- LD3 Demonstrates phonological and phonemic awareness
- LD4 Demonstrates an awareness of print
- LD5 Constructs meaning when responding to a story or a picture
- ML2 Develops an awareness of relations and patterns
- ML3 Develops an awareness of and uses geometry and spatial reasoning
- ML4 Develops an awareness of and uses measurement
- SI1 Develops awareness of living and nonliving things
- SI2 Develops awareness of the five senses
- SI3 Engages in practices to promote routine good health, nutrition, and safety
- SI4 Develops awareness of observable properties of objects and materials
- SI5 Develops awareness and appreciation for the environment
- SI6 Engages in simple investigations using science process
- SE1 Demonstrates a positive self-concept
- SE2 Demonstrates control over emotions and behavior in various settings

- SE3 Develops positive engagement in the learning environment
- SE4 Develops positive relationships with adults and children
- PD1 Develops a sense of body coordination and explores moving in space
- PD2 Develops gross motor skills
- PD3 Develops fine motor skills

Related Academic Standards

- R1 Interpret Graphic Information (forms, maps, reference sources)
- R2 Words in Context (same and opposite meaning)
- R3 Recall Information (details, sequence)
- R4 Construct Meaning (main idea, summary/paraphrase, compare/contrast, cause–effect)
- R5 Evaluate/Extend Meaning (fact/opinion, predict outcomes, point of view)
- M1 Addition of Whole Numbers (no regrouping, regrouping)
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- A5 Measurement (money, time, temperature, length, area, volume)
- A6 Geometry (angles, Pythagorean theory)
- A7 Computation in Context (whole numbers, decimals, fractions, algebraic operations)
- A8 Estimation (rounding, estimation)
- L1 Usage (pronoun, tense, subject–verb agreement, adjective, adverb)
- L2 Sentence Formation (fragments, run-on, clarity)
- L3 Paragraph Development (topic sentence, supporting sentence, sequence)
- L4 Capitalization (proper noun, titles)
- L5 Punctuation (comma, semicolon)
- L6 Writing Conventions (quotation marks, apostrophe, parts of a letter)
- S1 Vowel (short, long)
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21st Century Skills

- CS1 Global Awareness
- CS2 Financial, Economic, and Business Literacy

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National Educational Technology Standards for Students

- T1 Basic operations and concepts
- T2 Social, ethical, and human issues
- T3 Technology productivity tools
- T4 Technology communications tools
- T5 Technology research tools
- T6 Technology problem-solving and decision-making tools

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Robertson, C. (2006). *Safety, nutrition, and health in child care.* Albany, NY: Delmar.

Course Name: Nutrition for Young Children

Course Abbreviation: CDT 1513

Classification: Vocational–Technical Core

Description: This course focuses on fundamental principles of child nutrition that include healthy food selections, healthy lifestyle choices, and the practical applications of these principles in the early childhood setting. (3 sch: 3-hr lecture)

Prerequisite: None

Competencies and Suggested Objectives	
1.	Discuss basic nutrition concepts. <ol style="list-style-type: none"> Identify nutritional needs of young children by introducing the USDA Dietary Guidelines and the Mississippi State Department of Education Child Nutrition program. Define and explain the relationship of health and nutrition. Utilize the Food Guide Pyramid to evaluate and develop menus.
2.	Discuss foodservice safety guidelines. <ol style="list-style-type: none"> Discuss the Mississippi Department of Health regulations for foodservice and the certification programs ServSafe and TummySafe. Identify foodborne illnesses and allergies. Identify foods that are age appropriate.
3.	Discuss the importance of developing healthy attitudes and nutritional habits that will be an asset for a lifetime. <ol style="list-style-type: none"> Explore nutritional activities for young children. Develop and implement a nutrition activity for young children.
4.	Discuss basic food purchasing and preparation for meals and snacks.

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- P3 Develops fine-motor skills
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- Endres, J., Rockwell, R., & Mense, C. G. (2004). *Food, nutrition, and the young child*. Upper Saddle River, NJ: Pearson/Prentice Hall.
- Marotz, L., Cross, M. Z., & Rush, J. M. (2008). *Health, safety, and nutrition for the young child*. Albany, NY: Delmar.
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Course Name: Language and Literacy Development for Young Children

Course Abbreviation: CDT 1713

Classification: Vocational–Technical Core

Description: This course includes the study of oral and written language development of young children and the implementation of a developmentally appropriate language arts curriculum. The Mississippi Early Learning Guidelines, Infant Toddler Environmental Rating Scale Revised (ITERS-R), and Early Childhood Environmental Rating Scale Revised (ECERS-R) are utilized. (3 sch: 3-hr lecture)

Prerequisite: None

Competencies and Suggested Objectives	
1.	Explain how language is acquired. <ol style="list-style-type: none"> a. Discuss language acquisition theories. c. Research and discuss brain development and its influence on language acquisition.
2.	Examine the four areas of language arts including listening, speaking, reading, and writing. <ol style="list-style-type: none"> a. Describe the characteristics of language to ensure instructional techniques and materials are developmentally appropriate. b. Describe and demonstrate developmentally appropriate methods used to facilitate the emerging literacy skills of pre-reading and writing. c. Identify characteristics of a print-rich environment. d. Integrate and evaluate developmentally appropriate children’s literature into all aspects of the curriculum. e. Demonstrate developmentally appropriate strategies for engaging young children with stories and active learning activities.

STANDARDS

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- E3 Develops social awareness and participates in a supportive classroom community
- E4 Develops self-discipline and a positive self-concept
- P1 Develops sense of body coordination and explore moving in space
- P2 Develops gross-motor skills
- P3 Develops fine-motor skills
- S1 Acquires scientific knowledge related to life science
- S2 Acquires scientific knowledge related to earth science
- S3 Engages in simple investigations using science processes
- S4 Develops an understanding of rules and routines related to health and safety practices

Mississippi Pre-Kindergarten Curriculum Guidelines— Four-Year-Old Children

- LD1 Exhibits developmentally appropriate receptive language
- LD2 Exhibits developmentally appropriate oral language for communication purposes
- LD3 Demonstrates phonological and phonemic awareness
- LD4 Demonstrates an awareness of print
- LD5 Constructs meaning when responding to a story or a picture
- ML1 Develops an awareness of and uses number sense, numbers, and operations
- ML2 Develops an awareness of relations and patterns
- ML3 Develops an awareness of and uses geometry and spatial reasoning
- ML4 Develops an awareness of and uses measurement
- ML5 Begins to analyze and interpret data
- SI1 Develops awareness of living and nonliving things
- SI2 Develops awareness of the five senses
- SI3 Engages in practices to promote routine good health, nutrition, and safety
- SI4 Develops awareness of observable properties of objects and materials
- SI5 Develops awareness and appreciation for the environment
- SI6 Engages in simple investigations using science process
- SE1 Demonstrates a positive self-concept
- SE2 Demonstrates control over emotions and behavior in various settings
- SE3 Develops positive engagement in the learning environment
- SE4 Develops positive relationships with adults and children
- PD1 Develops a sense of body coordination and explores moving in space

- PD2 Develops gross motor skills
 PD3 Develops fine motor skills

Related Academic Standards

- R1 Interpret Graphic Information (forms, maps, reference sources)
 R2 Words in Context (same and opposite meaning)
 R3 Recall Information (details, sequence)
 R4 Construct Meaning (main idea, summary/paraphrase, compare/contrast, cause–effect)
 R5 Evaluate/Extend Meaning (fact/opinion, predict outcomes, point of view)
 M1 Addition of Whole Numbers (no regrouping, regrouping)
 M2 Subtraction of Whole Numbers (no regrouping, regrouping)
 M3 Multiplication of Whole Numbers (no regrouping, regrouping)
 M4 Division of Whole Numbers (no remainder, remainder)
 M5 Decimals (addition, subtraction, multiplication, division)
 M6 Fractions (addition, subtraction, multiplication, division)
 M7 Integers (addition, subtraction, multiplication, division)
 M8 Percents
 M9 Algebraic Operations
 A1 Numeration (ordering, place value, scientific notation)
 A2 Number Theory (ratio, proportion)
 A3 Data Interpretation (graph, table, chart, diagram)
 A4 Pre-Algebra and Algebra (equations, inequality)
 A5 Measurement (money, time, temperature, length, area, volume)
 A6 Geometry (angles, Pythagorean theory)
 A7 Computation in Context (whole numbers, decimals, fractions, algebraic operations)
 A8 Estimation (rounding, estimation)
 L1 Usage (pronoun, tense, subject–verb agreement, adjective, adverb)
 L2 Sentence Formation (fragments, run-on, clarity)
 L3 Paragraph Development (topic sentence, supporting sentence, sequence)
 L4 Capitalization (proper noun, titles)
 L5 Punctuation (comma, semicolon)
 L6 Writing Conventions (quotation marks, apostrophe, parts of a letter)
 S1 Vowel (short, long)
 S2 Consonant (variant spelling, silent letter)
 S3 Structural Unit (root, suffix)

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21st Century Skills

- CS1 Global Awareness
 CS2 Financial, Economic, and Business Literacy
 CS3 Civic Literacy
 CS4 Information and Communication Skills
 CS5 Thinking and Problem-Solving Skills

CS6 Interpersonal and Self-Directional Skills

National Educational Technology Standards for Students

- T1 Basic operations and concepts
- T2 Social, ethical, and human issues
- T3 Technology productivity tools
- T4 Technology communications tools
- T5 Technology research tools
- T6 Technology problem-solving and decision-making tools

SUGGESTED REFERENCES

- Folds, V. (2005). *Tray tasking: Activities that promote reading*. Albany, NY: Delmar.
- Machado, J. M. (2006). *Early childhood experiences in language arts*. Albany, NY: Delmar.
- Nelsen, M. R., & Nelsen-Parish, J. (2002). *Peak with books: An early childhood resource for balancing literacy*. Albany, NY: Delmar.
- Sowers, J. (2000). *Language arts in early education*. Albany, NY: Delmar.
- Weiss, A. L. (2001). *Preschool language disorders resource guide*. Albany, NY: Delmar.

Course Name: Guiding Social and Emotional Behavior

Course Abbreviation: CDT 2233

Classification: Vocational–Technical Core

Description: This course focuses on the identification of developmental stages and environmental influences on young children’s behavior. Positive guidance principles are discussed and practiced to ensure a productive learning environment. Resources include the Mississippi Department of Health Regulations Governing Licensure of Childcare Facilities, Mississippi Early Learning Guidelines, Infant Toddler Environmental Rating Scale Revised (ITERS-R), and Early Childhood Environmental Rating Scale Revised (ECERS-R). Lab activities will be implemented during Student Teaching I and II. (3 sch: 3-hr lecture)

Prerequisite: None

Competencies and Suggested Objectives

1. Discuss social and emotional development of young children.
 - a. Identify the typical ages and stages of children’s behavior.
 - b. Discuss the various theories of social/emotional development (i.e., Erikson, Kholberg, and Piaget).
 - c. Identify environmental influences that impact behavior including natural disasters, trauma, and child abuse.
2. Identify guidance techniques for teaching children positive problem-solving skills.
 - a. Identify and demonstrate positive techniques for guiding behavior for young children.
 - c. Discuss inappropriate classroom management techniques and design positive alternatives for dealing with behavior.

STANDARDS

The National Association for the Education of Young Children’s Standards for Early Childhood Professional Preparation

- CD1 Promoting Child Development and Learning
- CD2 Building Family and Community Relationships
- CD3 Observing, Documenting, and Assessing to Support Young Children and Families
- CD4 Teaching and Learning
 - a. Connecting with children and families
 - b. Using developmentally effective approaches
 - c. Understanding content knowledge in early education
 - d. Building meaningful curriculum
- CD5 Becoming a Professional

Mississippi Pre-Kindergarten Curriculum Guidelines—Three-Year-Old Children

- L1 Exhibits developmentally appropriate receptive language
- L2 Exhibits developmentally appropriate oral language for communication purposes
- L3 Demonstrates phonological awareness
- L4 Demonstrates an awareness of print
- E1 Engages in different kinds of play in various settings
- E2 Develops self-help skills
- E3 Develops social awareness and participates in a supportive classroom community
- E4 Develops self-discipline and a positive self-concept
- P1 Develops sense of body coordination and explore moving in space
- P2 Develops gross-motor skills
- P3 Develops fine-motor skills
- S1 Acquires scientific knowledge related to life science
- S3 Engages in simple investigations using science processes
- S4 Develops an understanding of rules and routines related to health and safety practices

Mississippi Pre-Kindergarten Curriculum Guidelines— Four-Year-Old Children

- LD1 Exhibits developmentally appropriate receptive language
- LD2 Exhibits developmentally appropriate oral language for communication purposes
- LD3 Demonstrates phonological and phonemic awareness
- LD4 Demonstrates an awareness of print
- LD5 Constructs meaning when responding to a story or a picture
- ML1 Develops an awareness of and uses number sense, numbers, and operations
- ML4 Develops an awareness of and uses measurement
- SI1 Develops awareness of living and nonliving things
- SI2 Develops awareness of the five senses
- SI3 Engages in practices to promote routine good health, nutrition, and safety
- SI4 Develops awareness of observable properties of objects and materials
- SI5 Develops awareness and appreciation for the environment
- SI6 Engages in simple investigations using science process
- SE1 Demonstrates a positive self-concept
- SE2 Demonstrates control over emotions and behavior in various settings
- SE3 Develops positive engagement in the learning environment
- SE4 Develops positive relationships with adults and children
- PD1 Develops a sense of body coordination and explores moving in space
- PD2 Develops gross motor skills
- PD3 Develops fine motor skills

Related Academic Standards

- R1 Interpret Graphic Information (forms, maps, reference sources)
- R2 Words in Context (same and opposite meaning)
- R3 Recall Information (details, sequence)

- R4 Construct Meaning (main idea, summary/paraphrase, compare/contrast, cause–effect)
- R5 Evaluate/Extend Meaning (fact/opinion, predict outcomes, point of view)
- M1 Addition of Whole Numbers (no regrouping, regrouping)
- M2 Subtraction of Whole Numbers (no regrouping, regrouping)
- M3 Multiplication of Whole Numbers (no regrouping, regrouping)
- M4 Division of Whole Numbers (no remainder, remainder)
- M5 Decimals (addition, subtraction, multiplication, division)
- M6 Fractions (addition, subtraction, multiplication, division)
- M7 Integers (addition, subtraction, multiplication, division)
- M8 Percents
- M9 Algebraic Operations
- A1 Numeration (ordering, place value, scientific notation)
- A2 Number Theory (ratio, proportion)
- A3 Data Interpretation (graph, table, chart, diagram)
- A4 Pre-Algebra and Algebra (equations, inequality)
- A5 Measurement (money, time, temperature, length, area, volume)
- A6 Geometry (angles, Pythagorean theory)
- A7 Computation in Context (whole numbers, decimals, fractions, algebraic operations)
- A8 Estimation (rounding, estimation)
- L1 Usage (pronoun, tense, subject–verb agreement, adjective, adverb)
- L2 Sentence Formation (fragments, run-on, clarity)
- L3 Paragraph Development (topic sentence, supporting sentence, sequence)
- L4 Capitalization (proper noun, titles)
- L5 Punctuation (comma, semicolon)
- L6 Writing Conventions (quotation marks, apostrophe, parts of a letter)
- S1 Vowel (short, long)
- S2 Consonant (variant spelling, silent letter)
- S3 Structural Unit (root, suffix)

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21st Century Skills

- CS1 Global Awareness
- CS2 Financial, Economic, and Business Literacy
- CS3 Civic Literacy
- CS4 Information and Communication Skills
- CS5 Thinking and Problem-Solving Skills
- CS6 Interpersonal and Self-Directional Skills

National Educational Technology Standards for Students

- T1 Basic operations and concepts
- T2 Social, ethical, and human issues
- T3 Technology productivity tools
- T4 Technology communications tools

- T5 Technology research tools
T6 Technology problem-solving and decision-making tools

SUGGESTED REFERENCES

- Adams, S. K., & Baronberg, J. (2005). *Promoting positive behavior*. Upper Saddle River, NJ: Prentice Hall.
- Essa, E. (2002). *Practical guide to solving preschool behavioral problems*. Albany, NY: Delmar.
- Essa, E. (2007). *What to do when: Practical guidance strategies for challenging behaviors in the preschool*. Albany, NY: Delmar.
- Evans, B. (2002). *You can't come to my birthday party! Conflict resolution with young children*. Albany, NY: Delmar.
- Farber, B. (1999). *Guiding young children's behavior: Helpful ideas for parents and teachers from 28 early childhood experts*. New York, NY: Preschool.
- Gartrell, D. (2004). *The power of guidance: Teaching social—emotional skills in early childhood classrooms*. Albany, NY: Delmar.
- Miller D. F. (2006). *Positive child guidance*. Albany, NY: Delmar.

Course Name: Atypical Child Development

Course Abbreviation: CDT 2413

Classification: Vocational–Technical Core

Description: This course focuses on the identification of atypically developing children, family, and classroom intervention strategies and available support services. Legal, ethical, legislative, and family issues will be explored. Resources include Mississippi Early Learning Guidelines, Infant Toddler Environmental Rating Scale Revised (ITERS-R), and Early Childhood Environmental Rating Scale Revised (ECERS-R). (3 sch: 2-hr lecture and 2-hr lab)

Prerequisite: Child Development I (CDT 1214) and Child Development II (CDT 1224) or by permission of ECET Program Coordinator

Competencies and Suggested Objectives	
1.	Explore the current research pertaining to the causes and classifications of cognitive, physical, emotional, and/or social developmental differences.
2.	Discuss federal and state legislation concerning early intervention and prevention. <ol style="list-style-type: none"> Review methods and resources for adapting the classroom environment so that it is developmentally appropriate. Discuss an Individualized Family Service Plan (IFSP) and an Individual Education Plan (IEP). Develop an appropriate instructional activity to meet the needs of atypically developing children.
3.	Discuss the challenges associated with implementing inclusion within an early childhood program. <ol style="list-style-type: none"> Review appropriate methods of instruction and intervention strategies. Discuss partnerships with families as related to early intervention and inclusion.
4.	Research available interdisciplinary community resources and professional services such as speech and language pathologists, physical therapists, and others by compiling a resource file.

STANDARDS

The National Association for the Education of Young Children's Standards for Early Childhood Professional Preparation

- CD1 Promoting Child Development and Learning
- CD2 Building Family and Community Relationships
- CD3 Observing, Documenting, and Assessing to Support Young Children and Families
- CD4 Teaching and Learning
 - Connecting with children and families
 - Using developmentally effective approaches
 - Understanding content knowledge in early education
 - Building meaningful curriculum

CD5 Becoming a Professional

Mississippi Pre-Kindergarten Curriculum Guidelines—Three-Year-Old Children

- L1 Exhibits developmentally appropriate receptive language
- L2 Exhibits developmentally appropriate oral language for communication purposes
- L3 Demonstrates phonological awareness
- L4 Demonstrates an awareness of print
- M2 Patterns and relationships
- M3 Compare, classify (sort), and order
- E1 Engages in different kinds of play in various settings
- E2 Develops self-help skills
- E3 Develops social awareness and participates in a supportive classroom community
- E4 Develops self-discipline and a positive self-concept
- P1 Develops sense of body coordination and explore moving in space
- P2 Develops gross-motor skills
- P3 Develops fine-motor skills
- S1 Acquires scientific knowledge related to life science
- S2 Acquires scientific knowledge related to earth science
- S3 Engages in simple investigations using science processes
- S4 Develops an understanding of rules and routines related to health and safety practices

Mississippi Pre-Kindergarten Curriculum Guidelines— Four-Year-Old Children

- LD1 Exhibits developmentally appropriate receptive language
- LD2 Exhibits developmentally appropriate oral language for communication purposes
- LD3 Demonstrates phonological and phonemic awareness
- LD4 Demonstrates an awareness of print
- ML2 Develops an awareness of relations and patterns
- ML4 Develops an awareness of and uses measurement
- SI1 Develops awareness of living and nonliving things
- SI2 Develops awareness of the five senses
- SI3 Engages in practices to promote routine good health, nutrition, and safety
- SI6 Engages in simple investigations using science process
- SE1 Demonstrates a positive self-concept
- SE2 Demonstrates control over emotions and behavior in various settings
- SE3 Develops positive engagement in the learning environment
- SE4 Develops positive relationships with adults and children
- PD1 Develops a sense of body coordination and explores moving in space
- PD2 Develops gross motor skills
- PD3 Develops fine motor skills

Related Academic Standards

- R1 Interpret Graphic Information (forms, maps, reference sources)

- R2 Words in Context (same and opposite meaning)
- R3 Recall Information (details, sequence)
- R4 Construct Meaning (main idea, summary/paraphrase, compare/contrast, cause–effect)
- R5 Evaluate/Extend Meaning (fact/opinion, predict outcomes, point of view)
- M1 Addition of Whole Numbers (no regrouping, regrouping)
- M2 Subtraction of Whole Numbers (no regrouping, regrouping)
- M3 Multiplication of Whole Numbers (no regrouping, regrouping)
- M4 Division of Whole Numbers (no remainder, remainder)
- M5 Decimals (addition, subtraction, multiplication, division)
- M6 Fractions (addition, subtraction, multiplication, division)
- M7 Integers (addition, subtraction, multiplication, division)
- M8 Percents
- M9 Algebraic Operations
- A1 Numeration (ordering, place value, scientific notation)
- A2 Number Theory (ratio, proportion)
- A3 Data Interpretation (graph, table, chart, diagram)
- A4 Pre-Algebra and Algebra (equations, inequality)
- A5 Measurement (money, time, temperature, length, area, volume)
- A6 Geometry (angles, Pythagorean theory)
- A7 Computation in Context (whole numbers, decimals, fractions, algebraic operations)
- A8 Estimation (rounding, estimation)
- L1 Usage (pronoun, tense, subject–verb agreement, adjective, adverb)
- L2 Sentence Formation (fragments, run-on, clarity)
- L3 Paragraph Development (topic sentence, supporting sentence, sequence)
- L4 Capitalization (proper noun, titles)
- L5 Punctuation (comma, semicolon)
- L6 Writing Conventions (quotation marks, apostrophe, parts of a letter)
- S1 Vowel (short, long)
- S2 Consonant (variant spelling, silent letter)
- S3 Structural Unit (root, suffix)

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21st Century Skills

- CS1 Global Awareness
- CS2 Financial, Economic, and Business Literacy
- CS3 Civic Literacy
- CS4 Information and Communication Skills
- CS5 Thinking and Problem-Solving Skills
- CS6 Interpersonal and Self-Directional Skills

National Educational Technology Standards for Students

- T1 Basic operations and concepts
- T2 Social, ethical, and human issues

- T3 Technology productivity tools
- T4 Technology communications tools
- T5 Technology research tools
- T6 Technology problem-solving and decision-making tools

SUGGESTED REFERENCES

- Allen, K. E., & Cowdery, E. (2008). *The exceptional child: Inclusion in early childhood*. Albany, NY: Delmar.
- Bowe, F. G. (2007). *Early childhood special education: Birth to age eight*. Albany, NY: Delmar.
- Gargiulo, R., & Kilgo, J. L. (2008). *Young children with special needs*. Albany, NY: Delmar.
- Howard, V. F., Williams, B. F., & Lepper, C. E. (2005). *Very young children with special needs: A formative approach for today's children*. Upper Saddle River, NJ: Pearson/Prentice Hall.
- Klein, M. D., Cook, R. E., & Richardson, A. M. (2001). *Strategies for including children with special needs in early childhood settings*. Albany, NY: Delmar.
- Paasche, C. L., Gorrill, L., & Strom, B. (2004). *Children with special needs in early childhood settings*. Albany, NY: Delmar.

Course Name: Methods and Materials

Course Abbreviation: CDT 2613

Classification: Vocational–Technical Core

Description: The Mississippi Early Learning Guidelines, Infant Toddler Environmental Rating Scale Revised (ITERS-R), and Early Childhood Environmental Rating Scale Revised (ECERS-R) are used to develop classroom curricula in an indoor and outdoor learning environment. Lab activities with the children are implemented during Student Teaching I and II. (3 sch: 3-hr lecture)

Prerequisite: None

Competencies and Suggested Objectives	
1.	Develop an organized schedule of activities in a group care setting. <ol style="list-style-type: none"> Identify the teacher's and the children's roles in each daily time block. Write developmentally appropriate goals and behavioral objectives. Develop a daily and weekly lesson plan across all curriculum areas.
2.	Design developmentally appropriate environments for young children in a group care settings. <ol style="list-style-type: none"> Design a classroom using five or more learning centers, listing equipment, materials, and other resources. Design an outdoor play area including five or more centers listing equipment, materials, and other resources.
3.	Examine various commercial curricula for young children. <ol style="list-style-type: none"> Identify guidelines for the selection of commercial curricula. Assess appropriateness of curriculum approaches.

STANDARDS

The National Association for the Education of Young Children's Standards for Early Childhood Professional Preparation

- CD1 Promoting Child Development and Learning
- CD2 Building Family and Community Relationships
- CD3 Observing, Documenting, and Assessing to Support Young Children and Families
- CD4 Teaching and Learning
 - Connecting with children and families
 - Using developmentally effective approaches
 - Understanding content knowledge in early education
 - Building meaningful curriculum
- CD5 Becoming a Professional

Mississippi Pre-Kindergarten Curriculum Guidelines—Three-Year-Old Children

- L1 Exhibits developmentally appropriate receptive language
- L2 Exhibits developmentally appropriate oral language for communication purposes
- L3 Demonstrates phonological awareness
- L4 Demonstrates an awareness of print
- M1 Number sense, number operations, and number relationships
- M2 Patterns and relationships
- M3 Compare, classify (sort), and order
- M4 Geometry and spatial sense
- M5 Parts and wholes
- E1 Engages in different kinds of play in various settings.
- E2 Develops self-help skills
- E3 Develops social awareness and participates in a supportive classroom community
- E4 Develops self-discipline and a positive self-concept
- S3 Engages in simple investigations using science processes
- S4 Develops an understanding of rules and routines related to health and safety practices

Mississippi Pre-Kindergarten Curriculum Guidelines— Four-Year-Old Children

- LD1 Exhibits developmentally appropriate receptive language
- LD2 Exhibits developmentally appropriate oral language for communication purposes
- LD3 Demonstrates phonological and phonemic awareness
- LD4 Demonstrates an awareness of print
- LD5 Constructs meaning when responding to a story or a picture
- ML1 Develops an awareness of and uses number sense, numbers, and operations
- ML2 Develops an awareness of relations and patterns
- ML3 Develops an awareness of and uses geometry and spatial reasoning
- ML4 Develops an awareness of and uses measurement
- ML5 Begins to analyze and interpret data
- SI1 Develops awareness of living and nonliving things
- SI2 Develops awareness of the five senses
- SI3 Engages in practices to promote routine good health, nutrition, and safety
- SI4 Develops awareness of observable properties of objects and materials
- SI5 Develops awareness and appreciation for the environment
- SI6 Engages in simple investigations using science process
- SE1 Demonstrates a positive self-concept
- SE2 Demonstrates control over emotions and behavior in various settings
- SE3 Develops positive engagement in the learning environment
- SE4 Develops positive relationships with adults and children
- PD1 Develops a sense of body coordination and explores moving in space
- PD2 Develops gross motor skills
- PD3 Develops fine motor skills

Related Academic Standards

- R1 Interpret Graphic Information (forms, maps, reference sources)
- R2 Words in Context (same and opposite meaning)
- R3 Recall Information (details, sequence)
- R4 Construct Meaning (main idea, summary/paraphrase, compare/contrast, cause–effect)
- R5 Evaluate/Extend Meaning (fact/opinion, predict outcomes, point of view)
- M1 Addition of Whole Numbers (no regrouping, regrouping)
- M2 Subtraction of Whole Numbers (no regrouping, regrouping)
- M3 Multiplication of Whole Numbers (no regrouping, regrouping)
- M4 Division of Whole Numbers (no remainder, remainder)
- M5 Decimals (addition, subtraction, multiplication, division)
- M6 Fractions (addition, subtraction, multiplication, division)
- M7 Integers (addition, subtraction, multiplication, division)
- M8 Percents
- M9 Algebraic Operations
- A1 Numeration (ordering, place value, scientific notation)
- A2 Number Theory (ratio, proportion)
- A3 Data Interpretation (graph, table, chart, diagram)
- A4 Pre-Algebra and Algebra (equations, inequality)
- A5 Measurement (money, time, temperature, length, area, volume)
- A6 Geometry (angles, Pythagorean theory)
- A7 Computation in Context (whole numbers, decimals, fractions, algebraic operations)
- A8 Estimation (rounding, estimation)
- L1 Usage (pronoun, tense, subject–verb agreement, adjective, adverb)
- L2 Sentence Formation (fragments, run-on, clarity)
- L3 Paragraph Development (topic sentence, supporting sentence, sequence)
- L4 Capitalization (proper noun, titles)
- L5 Punctuation (comma, semicolon)
- L6 Writing Conventions (quotation marks, apostrophe, parts of a letter)
- S1 Vowel (short, long)
- S2 Consonant (variant spelling, silent letter)
- S3 Structural Unit (root, suffix)

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21st Century Skills

- CS1 Global Awareness
- CS2 Financial, Economic, and Business Literacy
- CS3 Civic Literacy
- CS4 Information and Communication Skills
- CS5 Thinking and Problem-Solving Skills
- CS6 Interpersonal and Self-Directional Skills

National Educational Technology Standards for Students

- T1 Basic operations and concepts
- T2 Social, ethical, and human issues
- T3 Technology productivity tools
- T4 Technology communications tools
- T5 Technology research tools
- T6 Technology problem-solving and decision-making tools

SUGGESTED REFERENCES

- Bredenkamp, S., Copple, C., & National Association for the Education of Young Children. (2000). *Developmentally appropriate practice in early childhood programs*. Washington, DC: National Association for the Education of Young Children.
- Catron, C. E., & Allen, J. (2007). *Early childhood curriculum: A creative play model*. Upper Saddle River, NJ: Pearson/Prentice Hall.
- Colker, L. J., & Dodge, D. T. (2004). *Creative curriculum for preschool*. Albany, NY: Delmar.
- Gordon, A. M. (2007). *Beginnings and beyond: Foundations in early childhood education*. Albany, NY: Delmar.

Course Name: Social Studies, Math, and Science for Young Children

Course Abbreviation: CDT 2714

Classification: Vocational–Technical Core

Description: This course provides instructional and hands-on techniques in planning developmentally appropriate activities in social studies, math, and science for young children. Lab activities with the children are implemented during Student Teaching I and II. (4 sch: 4-hr lecture)

Prerequisite: None

Competencies and Suggested Objectives
<p>1. Discuss the importance of developmentally appropriate social studies experiences in a classroom setting for young children.</p> <ol style="list-style-type: none"> Identify the objectives of social studies for young children. Develop a sample social studies unit. Develop a portfolio of social studies experiences to include activities, materials, tools, and resources.
<p>2. Discuss the importance of developmentally appropriate math experiences in the classroom for young children.</p> <ol style="list-style-type: none"> List the basic concepts of math including one-to-one correspondence counting, numbering, comparing, classification, and so forth. Identify the process of math development in the sensorimotor, preoperational, and concrete operational stages of development. Identify naturalistic, informal, and structured math experiences for the young child. Develop a portfolio of math experiences including activities, materials, tools, and resources.
<p>3. Discuss the importance of developmentally appropriate science experiences in a classroom setting for young children.</p> <ol style="list-style-type: none"> Identify the objectives of science for young children. Identify naturalistic, informal, and structured science experiences for the young child. Develop a portfolio of science experiences including activities, materials, tools, and resources.

STANDARDS

The National Association for the Education of Young Children's Standards for Early Childhood Professional Preparation

- CD1 Promoting Child Development and Learning
- CD2 Building Family and Community Relationships
- CD3 Observing, Documenting, and Assessing to Support Young Children and Families
- CD4 Teaching and Learning
 - Connecting with children and families

- b. Using developmentally effective approaches
 - c. Understanding content knowledge in early education
 - d. Building meaningful curriculum
- CD5 Becoming a Professional

Mississippi Pre-Kindergarten Curriculum Guidelines—Three-Year-Old Children

- L1 Exhibits developmentally appropriate receptive language
- L2 Exhibits developmentally appropriate oral language for communication purposes
- L3 Demonstrates phonological awareness
- L4 Demonstrates an awareness of print
- M1 Number sense, number operations, and number relationships
- M2 Patterns and relationships
- M3 Compare, classify (sort), and order
- M4 Geometry and spatial sense
- M5 Parts and wholes
- E1 Engages in different kinds of play in various settings
- E2 Develops self-help skills
- E3 Develops social awareness and participates in a supportive classroom community
- E4 Develops self-discipline and a positive self-concept
- P1 Develops sense of body coordination and explore moving in space
- P2 Develops gross-motor skills
- P3 Develops fine-motor skills
- S1 Acquires scientific knowledge related to life science
- S2 Acquires scientific knowledge related to earth science
- S3 Engages in simple investigations using science processes
- S4 Develops an understanding of rules and routines related to health and safety practices

Mississippi Pre-Kindergarten Curriculum Guidelines— Four-Year-Old Children

- LD1 Exhibits developmentally appropriate receptive language
- LD2 Exhibits developmentally appropriate oral language for communication purposes
- LD3 Demonstrates phonological and phonemic awareness
- LD4 Demonstrates an awareness of print
- LD5 Constructs meaning when responding to a story or a picture
- ML1 Develops an awareness of and uses number sense, numbers, and operations
- ML2 Develops an awareness of relations and patterns
- ML3 Develops an awareness of and uses geometry and spatial reasoning
- ML4 Develops an awareness of and uses measurement
- ML5 Begins to analyze and interpret data
- SI1 Develops awareness of living and nonliving things
- SI2 Develops awareness of the five senses
- SI3 Engages in practices to promote routine good health, nutrition, and safety
- SI4 Develops awareness of observable properties of objects and materials
- SI5 Develops awareness and appreciation for the environment
- SI6 Engages in simple investigations using science process

- SE1 Demonstrates a positive self-concept
- SE2 Demonstrates control over emotions and behavior in various settings
- SE3 Develops positive engagement in the learning environment
- SE4 Develops positive relationships with adults and children
- PD1 Develops a sense of body coordination and explores moving in space
- PD2 Develops gross motor skills
- PD3 Develops fine motor skills

Related Academic Standards

- R1 Interpret Graphic Information (forms, maps, reference sources)
- R2 Words in Context (same and opposite meaning)
- R3 Recall Information (details, sequence)
- R4 Construct Meaning (main idea, summary/paraphrase, compare/contrast, cause–effect)
- R5 Evaluate/Extend Meaning (fact/opinion, predict outcomes, point of view)
- M1 Addition of Whole Numbers (no regrouping, regrouping)
- M2 Subtraction of Whole Numbers (no regrouping, regrouping)
- M3 Multiplication of Whole Numbers (no regrouping, regrouping)
- M4 Division of Whole Numbers (no remainder, remainder)
- M5 Decimals (addition, subtraction, multiplication, division)
- M6 Fractions (addition, subtraction, multiplication, division)
- M7 Integers (addition, subtraction, multiplication, division)
- M8 Percents
- M9 Algebraic Operations
- A1 Numeration (ordering, place value, scientific notation)
- A2 Number Theory (ratio, proportion)
- A3 Data Interpretation (graph, table, chart, diagram)
- A4 Pre-Algebra and Algebra (equations, inequality)
- A5 Measurement (money, time, temperature, length, area, volume)
- A6 Geometry (angles, Pythagorean theory)
- A7 Computation in Context (whole numbers, decimals, fractions, algebraic operations)
- A8 Estimation (rounding, estimation)
- L1 Usage (pronoun, tense, subject–verb agreement, adjective, adverb)
- L2 Sentence Formation (fragments, run-on, clarity)
- L3 Paragraph Development (topic sentence, supporting sentence, sequence)
- L4 Capitalization (proper noun, titles)
- L5 Punctuation (comma, semicolon)
- L6 Writing Conventions (quotation marks, apostrophe, parts of a letter)
- S1 Vowel (short, long)
- S2 Consonant (variant spelling, silent letter)
- S3 Structural Unit (root, suffix)

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21st Century Skills

- CS1 Global Awareness
- CS2 Financial, Economic, and Business Literacy
- CS3 Civic Literacy
- CS4 Information and Communication Skills
- CS5 Thinking and Problem-Solving Skills
- CS6 Interpersonal and Self-Directional Skills

National Educational Technology Standards for Students

- T1 Basic operations and concepts
- T2 Social, ethical, and human issues
- T3 Technology productivity tools
- T4 Technology communications tools
- T5 Technology research tools
- T6 Technology problem-solving and decision-making tools

SUGGESTED REFERENCES

- Charlesworth, R., & Lind, K. K. (2006). *Math and science for young children*. Albany, NY: Delmar.
- DeMelendez, W.R., Beck, V., & Fletcher, M. (2000). *Teaching social studies in early education*. Albany, NY: Delmar.
- Herr, J. (2008). *Working with young children*. Tinley Park, IL: Goodheart-Wilcox.
- Overholt, J. L., White-Holtz, J., & Dickson, S. (1999). *Big math activities for young children*. Albany, NY: Delmar.
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Course Name: Administration of Programs for Young Children

Course Abbreviation: CDT 2813

Classification: Vocational–Technical Core

Description: This course provides an overview of the development and administration of programs for young children. Emphasis is placed on evaluation of policies and procedures, organizational structure, management, and the Mississippi Childcare Quality Steps System (MCCQSS). (3 sch: 3-hr lecture)

Prerequisite: First three semesters of core courses or by permission of ECET program coordinator

Competencies and Suggested Objectives	
1.	Discuss employability skills. <ol style="list-style-type: none"> Compose a philosophy of early childhood education. Compile a professional portfolio to include a cover letter, resume, application, and letter of resignation. Demonstrate interviewing skills.
2.	Discuss the administration of an early childhood program. <ol style="list-style-type: none"> Discuss management styles. Explain the employee roles, responsibilities, and ethics. Explore the Mississippi Department of Health Regulations Governing Licensure of Child Care Facilities. Demonstrate the application of evaluation materials.
3.	Identify funding sources and other community resources. <ol style="list-style-type: none"> Construct a business plan for a child care facility. Assess available community, family, and professional resources.

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- CD3 Observing, Documenting, and Assessing to Support Young Children and Families
- CD4 Teaching and Learning
 - Connecting with children and families
 - Using developmentally effective approaches
 - Understanding content knowledge in early education
 - Building meaningful curriculum
- CD5 Becoming a Professional

Related Academic Standards

- R1 Interpret Graphic Information (forms, maps, reference sources)
- R2 Words in Context (same and opposite meaning)
- R3 Recall Information (details, sequence)
- R4 Construct Meaning (main idea, summary/paraphrase, compare/contrast, cause–effect)
- R5 Evaluate/Extend Meaning (fact/opinion, predict outcomes, point of view)
- M1 Addition of Whole Numbers (no regrouping, regrouping)
- M2 Subtraction of Whole Numbers (no regrouping, regrouping)
- M3 Multiplication of Whole Numbers (no regrouping, regrouping)
- M4 Division of Whole Numbers (no remainder, remainder)
- M5 Decimals (addition, subtraction, multiplication, division)
- M6 Fractions (addition, subtraction, multiplication, division)
- M7 Integers (addition, subtraction, multiplication, division)
- M8 Percents
- M9 Algebraic Operations
- A1 Numeration (ordering, place value, scientific notation)
- A2 Number Theory (ratio, proportion)
- A3 Data Interpretation (graph, table, chart, diagram)
- A4 Pre-Algebra and Algebra (equations, inequality)
- A5 Measurement (money, time, temperature, length, area, volume)
- A6 Geometry (angles, Pythagorean theory)
- A7 Computation in Context (whole numbers, decimals, fractions, algebraic operations)
- A8 Estimation (rounding, estimation)
- L1 Usage (pronoun, tense, subject–verb agreement, adjective, adverb)
- L2 Sentence Formation (fragments, run-on, clarity)
- L3 Paragraph Development (topic sentence, supporting sentence, sequence)
- L4 Capitalization (proper noun, titles)
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21st Century Skills

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- CS3 Civic Literacy
- CS4 Information and Communication Skills
- CS5 Thinking and Problem-Solving Skills
- CS6 Interpersonal and Self-Directional Skills

National Educational Technology Standards for Students

- T1 Basic operations and concepts
- T2 Social, ethical, and human issues
- T3 Technology productivity tools
- T4 Technology communications tools
- T5 Technology research tools
- T6 Technology problem-solving and decision-making tools

SUGGESTED REFERENCES

- Arnold, M. E. (2005). *Effective communication techniques for child care*. Albany, NY: Delmar.
- Bush, J. (2001). *Dollars and sense: Planning for profit in your child care business*. Albany, NY: Delmar.
- Click, P. M., & Karkos, K. (2007). *Administration of programs for young children*. Albany, NY: Delmar.
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- Jack, G., Arnold, M., & Levine, K. (2008). *The business of child care, management, and financial strategies*. Albany, NY: Delmar.
- Nelson, L. S., & Nelson, A. E. (2006). *Child care administration: Planning quality programs for young children*. Tinley Park, IL: Goodheart/Wilcox.
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- Sciarra, D. J. (2002). *Leaders and supervisors in child care programs*. Albany, NY: Delmar.
- Sciarra, D. J. (2002). *Opening and operating a successful child care center*. Albany, NY: Delmar.

Course Name: Student Teaching I

Course Abbreviation: CDT 2915

Classification: Vocational–Technical Core

Description: This laboratory experience provides opportunities for students to implement experiences planned in the prerequisites and ensures a balance of all curriculum areas. (5 sch: 10-hr lab)

Prerequisite: Creative Arts for Young Children (CDT 1314), Language and Literacy Development for Young Children (CDT 1713), Child Health and Safety (CDT 1343), Child Development I (CDT 1214), and Child Development II (CDT 1224) or by permission of ECET program coordinator

Corequisite: Nutrition for Young Children (CDT 1513)

Competencies and Suggested Objectives
<p>1. Implement developmentally appropriate curriculum and instructional practices based on knowledge of individual children, the diverse community, and curriculum goals and content through creative art activities.</p> <ul style="list-style-type: none"> a. Implement an unstructured two-dimensional art activity for young children. b. Implement an unstructured three-dimensional art activity. c. Create a bulletin board, display, or visual teaching aid.
<p>2. Implement developmentally appropriate curriculum and instructional practices based on knowledge of individual children, the diverse community, and curriculum goals and content through language and literacy activities.</p> <ul style="list-style-type: none"> a. Implement a listening activity. b. Implement a speaking activity. c. Implement a pre-reading activity. d. Implement an emergent writing activity.
<p>3. Implement developmentally appropriate curriculum and instructional practices based on knowledge of individual children, the diverse community, and curriculum goals and content through health, safety, and nutrition activities.</p> <ul style="list-style-type: none"> a. Implement a food experience. b. Conduct a self-help activity. c. Conduct a safety activity.
<p>4. Implement developmentally appropriate curriculum and instructional practices based on knowledge of individual children, the diverse community, and curriculum goals and content through music and movement activities.</p> <ul style="list-style-type: none"> a. Facilitate an activity using a music/movement experience. b. Facilitate a music activity that teaches a musical skill such as beat and so forth. c. Facilitate a transition activity.
<p>5. Implement developmentally appropriate curriculum and instructional practices based on knowledge of individual children, the diverse community, and curriculum goals and content through math activities.</p>

<ul style="list-style-type: none"> a. Facilitate a classification activity. b. Facilitate a seriation activity. c. Facilitate a number activity. d. Facilitate a spatial relations activity. e. Facilitate a temporal relations activity.
<p>6. Implement developmentally appropriate curriculum and instructional practices based on knowledge of individual children, the diverse community, and curriculum goals and content through science activities.</p> <ul style="list-style-type: none"> a. Facilitate a life science activity. b. Facilitate an earth science activity. c. Facilitate a physical science activity.
<p>7. Implement developmentally appropriate curriculum and instructional practices based on knowledge of individual children, the diverse community, and curriculum goals and content through social studies activities.</p> <ul style="list-style-type: none"> a. Facilitate a family history activity. b. Facilitate a diversity/multicultural activity.
<p>8. Implement developmentally appropriate curriculum and instructional practices based on knowledge of individual children, the diverse community, and curriculum goals and content through the use of time blocks and the daily routine.</p> <ul style="list-style-type: none"> a. Facilitate a circle time. b. Facilitate a small group activity. c. Facilitate an outdoor activity. d. Implement an activity designed specifically to meet one child's individual needs.
<p>9. Implement developmentally appropriate curriculum and instructional practices based on knowledge of individual children, the diverse community, and curriculum goals and content through learning centers.</p> <ul style="list-style-type: none"> a. Facilitate an activity for four indoor or outdoor learning centers.
<p>10. Demonstrate management skills for early childhood programs.</p> <ul style="list-style-type: none"> a. Maintain a child's record as required by the Mississippi Department of Health (MDH). b. Complete a staff introduction letter or parents. c. Design a center newsletter. d. Complete a Student Teaching I self-evaluation form.

STANDARDS

The National Association for the Education of Young Children's Standards for Early Childhood Professional Preparation

- CD1 Promoting Child Development and Learning
- CD2 Building Family and Community Relationships
- CD3 Observing, Documenting, and Assessing to Support Young Children and Families
- CD4 Teaching and Learning
 - a. Connecting with children and families
 - b. Using developmentally effective approaches
 - c. Understanding content knowledge in early education
 - d. Building meaningful curriculum

CD5 Becoming a Professional

Mississippi Pre-Kindergarten Curriculum Guidelines—Three-Year-Old Children

- L1 Exhibits developmentally appropriate receptive language
- L2 Exhibits developmentally appropriate oral language for communication purposes
- L3 Demonstrates phonological awareness
- L4 Demonstrates an awareness of print
- M1 Number sense, number operations, and number relationships
- M2 Patterns and relationships
- M3 Compare, classify (sort), and order
- M4 Geometry and spatial sense
- M5 Parts and wholes
- E1 Engages in different kinds of play in various settings
- E2 Develops self-help skills
- E3 Develops social awareness and participates in a supportive classroom community
- E4 Develops self-discipline and a positive self-concept
- P1 Develops sense of body coordination and explore moving in space
- P2 Develops gross-motor skills
- P3 Develops fine-motor skills
- S1 Acquires scientific knowledge related to life science
- S2 Acquires scientific knowledge related to earth science
- S3 Engages in simple investigations using science processes
- S4 Develops an understanding of rules and routines related to health and safety practices

Mississippi Pre-Kindergarten Curriculum Guidelines— Four-Year-Old Children

- LD1 Exhibits developmentally appropriate receptive language
- LD2 Exhibits developmentally appropriate oral language for communication purposes
- LD3 Demonstrates phonological and phonemic awareness
- LD4 Demonstrates an awareness of print
- LD5 Constructs meaning when responding to a story or a picture
- ML1 Develops an awareness of and uses number sense, numbers, and operations
- ML2 Develops an awareness of relations and patterns
- ML3 Develops an awareness of and uses geometry and spatial reasoning
- ML4 Develops an awareness of and uses measurement
- ML5 Begins to analyze and interpret data
- SI1 Develops awareness of living and nonliving things
- SI2 Develops awareness of the five senses
- SI3 Engages in practices to promote routine good health, nutrition, and safety
- SI4 Develops awareness of observable properties of objects and materials
- SI5 Develops awareness and appreciation for the environment
- SI6 Engages in simple investigations using science process
- SE1 Demonstrates a positive self-concept
- SE2 Demonstrates control over emotions and behavior in various settings
- SE3 Develops positive engagement in the learning environment

- SE4 Develops positive relationships with adults and children
- PD1 Develops a sense of body coordination and explores moving in space
- PD2 Develops gross motor skills
- PD3 Develops fine motor skills

Related Academic Standards

- R1 Interpret Graphic Information (forms, maps, reference sources)
- R2 Words in Context (same and opposite meaning)
- R3 Recall Information (details, sequence)
- R4 Construct Meaning (main idea, summary/paraphrase, compare/contrast, cause–effect)
- R5 Evaluate/Extend Meaning (fact/opinion, predict outcomes, point of view)
- M1 Addition of Whole Numbers (no regrouping, regrouping)
- M2 Subtraction of Whole Numbers (no regrouping, regrouping)
- M3 Multiplication of Whole Numbers (no regrouping, regrouping)
- M4 Division of Whole Numbers (no remainder, remainder)
- M5 Decimals (addition, subtraction, multiplication, division)
- M6 Fractions (addition, subtraction, multiplication, division)
- M7 Integers (addition, subtraction, multiplication, division)
- M8 Percents
- M9 Algebraic Operations
- A1 Numeration (ordering, place value, scientific notation)
- A2 Number Theory (ratio, proportion)
- A3 Data Interpretation (graph, table, chart, diagram)
- A4 Pre-Algebra and Algebra (equations, inequality)
- A5 Measurement (money, time, temperature, length, area, volume)
- A6 Geometry (angles, Pythagorean theory)
- A7 Computation in Context (whole numbers, decimals, fractions, algebraic operations)
- A8 Estimation (rounding, estimation)
- L1 Usage (pronoun, tense, subject–verb agreement, adjective, adverb)
- L2 Sentence Formation (fragments, run-on, clarity)
- L3 Paragraph Development (topic sentence, supporting sentence, sequence)
- L4 Capitalization (proper noun, titles)
- L5 Punctuation (comma, semicolon)
- L6 Writing Conventions (quotation marks, apostrophe, parts of a letter)
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21st Century Skills

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- CS3 Civic Literacy

- CS4 Information and Communication Skills
 CS5 Thinking and Problem-Solving Skills
 CS6 Interpersonal and Self-Directional Skills

National Educational Technology Standards for Students

- T1 Basic operations and concepts
 T2 Social, ethical, and human issues
 T3 Technology productivity tools
 T4 Technology communications tools
 T5 Technology research tools
 T6 Technology problem-solving and decision-making tools

SUGGESTED REFERENCES

- Bredenkamp, S., Copple, C., & National Association for the Education of Young Children. (2000). *Developmentally appropriate practice in early childhood programs*. Washington, DC: National Association for the Education of Young Children.
- Herr, J., & Swim, T. (2003). *Rattle time, face-to-face, and many other activities for infancy to 6 months*. Albany, NY: Delmar.
- Herr, J., & Swim, T. (2003). *Rhyming books, marble painting, and many other activities for toddlers, 25 to 36 months*. Albany, NY: Delmar.
- Herr, J., & Swim, T. (2003). *Sorting shapes, show me, and many other activities for toddlers 13 to 24 months*. Albany, NY: Delmar.
- Herr, J., & Swim, T. (2002). *Creative resources for infants and toddlers*. Albany, NY: Delmar.
- Kolakoski, D. (2004). *Write it down!* Albany, NY: Delmar.
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- Schiller, P., & Phipps, P. (2002). *The complete daily curriculum for early childhood*. Beltsville, MD: Gryphon House.
- Watson, L. D., & Swim, T. (2007). *Infants and toddlers: Curriculum and teaching*. Albany, NY: Delmar.

Course Name: Student Teaching II

Course Abbreviation: CDT 2925

Classification: Vocational–Technical Core

Description: This course is a continuation of Student Teaching I, which allows advanced child development students to implement knowledge and experience in preparing and implementing positive experiences for young children. Completion of the competencies provides opportunities for students to implement experiences planned in the prerequisites and ensures a balance of all curriculum areas. All competencies will be achieved and documented by the completion of the two student teaching courses. (5 sch: 10-hr lab)

Prerequisite: Creative Arts (CDT 1314), Guiding Social and Emotional Behavior (CDT 2233), Methods and Materials (CDT 2613), Social Studies, Math, Science for Young Children (CDT 2714), Child Development I (CDT 1214), and Child Development II (CDT 1224) Student Teaching I (CDT 2915), or by permission of ECET program coordinator

Corequisite: Administration of Programs for Young Children (CDT 2813)

Competencies and Suggested Objectives
<p>1. Implement developmentally appropriate curriculum and instructional practices based on knowledge of individual children, the diverse community, and curriculum goals and content through creative art activities.</p> <ul style="list-style-type: none"> a. Implement an unstructured two-dimensional art activity for young children. b. Implement an unstructured three-dimensional art activity. c. Create a bulletin board, display, or visual teaching aid.
<p>2. Implement developmentally appropriate curriculum and instructional practices based on knowledge of individual children, the diverse community, and curriculum goals and content through language and literacy activities.</p> <ul style="list-style-type: none"> a. Implement a listening activity. b. Implement a speaking activity. c. Implement a pre-reading activity. d. Implement an emergent writing activity.
<p>3. Implement developmentally appropriate curriculum and instructional practices based on knowledge of individual children, the diverse community, and curriculum goals and content through health, safety, and nutrition activities.</p> <ul style="list-style-type: none"> a. Implement a food experience. b. Conduct a self-help activity. c. Conduct a safety activity.
<p>4. Implement developmentally appropriate curriculum and instructional practices based on knowledge of individual children, the diverse community, and curriculum goals and content through music and movement activities.</p> <ul style="list-style-type: none"> a. Facilitate an activity using a music/movement experience. b. Facilitate a music activity that teaches a musical skill such as beat and so forth. c. Facilitate a transition activity.

<p>5. Implement developmentally appropriate curriculum and instructional practices based on knowledge of individual children, the diverse community, and curriculum goals and content through math activities.</p> <ol style="list-style-type: none"> Facilitate a classification activity. Facilitate a seriation activity. Facilitate a number activity. Facilitate a spatial relations activity. Facilitate a temporal relations activity.
<p>6. Implement developmentally appropriate curriculum and instructional practices based on knowledge of individual children, the diverse community, and curriculum goals and content through science activities.</p> <ol style="list-style-type: none"> Facilitate a life science activity. Facilitate an earth science activity. Facilitate a physical science activity.
<p>7. Implement developmentally appropriate curriculum and instructional practices based on knowledge of individual children, the diverse community, and curriculum goals and content through social studies activities.</p> <ol style="list-style-type: none"> Facilitate a family history activity. Facilitate a diversity/multicultural activity.
<p>8. Implement developmentally appropriate curriculum and instructional practices based on knowledge of individual children, the diverse community, and curriculum goals and content through the use of time blocks and the daily routine.</p> <ol style="list-style-type: none"> Facilitate a circle time. Facilitate a small group activity. Facilitate an outdoor activity. Implement an activity designed specifically to meet one child's individual needs.
<p>9. Implement developmentally appropriate curriculum and instructional practices based on knowledge of individual children, the diverse community, and curriculum goals and content through learning centers.</p> <ol style="list-style-type: none"> Facilitate an activity for four indoor or outdoor learning centers.
<p>10. Demonstrate management skills for early childhood programs.</p> <ol style="list-style-type: none"> Maintain a child's record as required by the Mississippi Department of Health (MDH). Complete a staff introduction letter or parents. Design a center newsletter. Complete a Student Teaching II self-evaluation form.

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 - d. Building meaningful curriculum
- CD5 Becoming a Professional

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- L1 Exhibits developmentally appropriate receptive language
- L2 Exhibits developmentally appropriate oral language for communication purposes
- L3 Demonstrates phonological awareness
- L4 Demonstrates an awareness of print
- M1 Number sense, number operations, and number relationships
- M2 Patterns and relationships
- M3 Compare, classify (sort), and order
- M4 Geometry and spatial sense
- M5 Parts and wholes
- E1 Engages in different kinds of play in various settings
- E2 Develops self-help skills
- E3 Develops social awareness and participates in a supportive classroom community
- E4 Develops self-discipline and a positive self-concept
- P1 Develops sense of body coordination and explore moving in space
- P2 Develops gross-motor skills
- P3 Develops fine-motor skills
- S1 Acquires scientific knowledge related to life science
- S2 Acquires scientific knowledge related to earth science
- S3 Engages in simple investigations using science processes
- S4 Develops an understanding of rules and routines related to health and safety practices

Mississippi Pre-Kindergarten Curriculum Guidelines— Four-Year-Old Children

- LD1 Exhibits developmentally appropriate receptive language
- LD2 Exhibits developmentally appropriate oral language for communication purposes
- LD3 Demonstrates phonological and phonemic awareness
- LD4 Demonstrates an awareness of print
- LD5 Constructs meaning when responding to a story or a picture
- ML1 Develops an awareness of and uses number sense, numbers, and operations
- ML2 Develops an awareness of relations and patterns
- ML3 Develops an awareness of and uses geometry and spatial reasoning
- ML4 Develops an awareness of and uses measurement
- ML5 Begins to analyze and interpret data
- SI1 Develops awareness of living and nonliving things
- SI2 Develops awareness of the five senses
- SI3 Engages in practices to promote routine good health, nutrition, and safety
- SI4 Develops awareness of observable properties of objects and materials
- SI5 Develops awareness and appreciation for the environment
- SI6 Engages in simple investigations using science process

- SE1 Demonstrates a positive self-concept
- SE2 Demonstrates control over emotions and behavior in various settings
- SE3 Develops positive engagement in the learning environment
- SE4 Develops positive relationships with adults and children
- PD1 Develops a sense of body coordination and explores moving in space
- PD2 Develops gross motor skills
- PD3 Develops fine motor skills

Related Academic Standards

- R1 Interpret Graphic Information (forms, maps, reference sources)
- R2 Words in Context (same and opposite meaning)
- R3 Recall Information (details, sequence)
- R4 Construct Meaning (main idea, summary/paraphrase, compare/contrast, cause–effect)
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- M3 Multiplication of Whole Numbers (no regrouping, regrouping)
- M4 Division of Whole Numbers (no remainder, remainder)
- M5 Decimals (addition, subtraction, multiplication, division)
- M6 Fractions (addition, subtraction, multiplication, division)
- M7 Integers (addition, subtraction, multiplication, division)
- M8 Percents
- M9 Algebraic Operations
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- A5 Measurement (money, time, temperature, length, area, volume)
- A6 Geometry (angles, Pythagorean theory)
- A7 Computation in Context (whole numbers, decimals, fractions, algebraic operations)
- A8 Estimation (rounding, estimation)
- L1 Usage (pronoun, tense, subject–verb agreement, adjective, adverb)
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21st Century Skills

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National Educational Technology Standards for Students

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- T2 Social, ethical, and human issues
- T3 Technology productivity tools
- T4 Technology communications tools
- T5 Technology research tools
- T6 Technology problem-solving and decision-making tools

SUGGESTED REFERENCES

- Herr, J., Larson, Y. L., & Libby-Larson, Y. (2008). *Creative resources for the early childhood classroom*. Albany, NY: Delmar.
- Kolakoski, D. (2004). *Write it down!* Albany, NY: Delmar.
- Machado, J. M., & Botnarescue, M. (2007). *Student teaching: Early childhood practicum guide*. Albany, NY: Delmar.
- Nilsen, B. (2008). *Week by week, plans for documenting the children's development*. Albany, NY: Delmar.

Recommended Tools and Equipment

CAPITALIZED ITEMS*

1. Laminator–poster size (1 per program)
2. Letter machine–jumbo cutter and dies (1 per program)
3. Washer (1 per program)
4. Dryer (1 per program)
5. Dishwasher, commercial, sanitizing (1 per program)
6. Stovetop (1 per lab)
7. Range (1 per program)
8. Baby buggy, 6 seater (1 per program)
9. Computers (1 per 4 college students)
10. Computers (1 per 10 children in classroom)
11. Printer, laser (2 per networked lab)
12. Air purification system (1 per children’s classroom)

*Specialized and adaptive furniture and equipment for indoor and outdoor activities need to meet the Mississippi Department of Health Regulations Governing Licensure of Child Care Facilities, Infant Toddler Environmental Rating Scale Revised (ITERS-R), and Early Childhood Environmental Rating Scale Revised (ECERS-R).

NON-CAPITALIZED ITEMS**

1. Child and infant mannequins (1 of each per 4 students)
2. Big books kits (1 set preschool and 1 set toddler per program)
3. Tape player/cassette (4 per child’s classroom)
4. CD player (1 per child’s classroom)
5. Rolling big book reading stand (1 per child’s classroom)
6. Paint smocks (1 per 4 children in centers)
7. Drying rack (3 per children’s classroom)
8. Paper cutter (Large and small, 1 each per program)
9. Manual 3-hole paper punch (1 per 3 students)
10. Diaper stations (1 per infant and toddler labs)
11. First-aid kit (1 per children’s classroom)
12. Baby beds (5 per lab)
13. Art supply cart (1 per program)
14. Rocking chair, large (1 per infant/toddler lab)
15. Rocking chair, small (2 per children’s classroom)
16. High chair (5 per lab)
17. Infant crawling rug (1 per lab)
18. Mirrors, nonbreakable (2 per lab)
19. Toys, developmentally age appropriate (3 sets per program)
20. Push toys (3 per program)
21. Tricycles (1 per 3 children in centers)
22. Baby bathtub with appropriate equipment (1 per program)

23. Towels (1 per child in center)
24. Bath cloths (2 per child in center)
25. Diapers, cloth (2 dozen per program)
26. Story books (assorted, developmentally age appropriate) (50 per program)
27. Measuring tools: buckets, shovels, cups, spoons, etc. (1 set per lab)
28. Rhythm instrument set (set of 30) (1 set per program)
29. Auto-harp (2 per lab)
30. Keyboard instrument (1 per lab)
31. Scissor rack, holds 20 pairs (2 per program)
32. Dual-head cassette player (1 per lab)
33. Screen, projector (1 per program)
34. Cots (1 per student)
35. Sand/H₂O table (1 per child's classroom)
36. Refrigerator (infant lab) (1 per lab)
37. Refrigerator (toddlers) (1 per program)
38. Rolling cart (1 per child's classroom)
39. Developmentally appropriate toys, equipment, materials for the following learning centers:
 - a. Science
 - b. Math
 - c. Music
 - d. Social Studies
 - e. Language/library
 - f. Computer
 - g. Gross motor
 - h. Manipulative
 - i. Block/construction
 - j. Creative art
 - k. Dramatic play
40. Humidifier (1 per infant/toddler classroom)
41. Scissors, blunt tip (30 pairs per program)
42. Multicultural kit (1 per lab)
43. Marker board, white with markers and erasers (1 per lab)
44. Flannel board (1 per lab)
45. Cassettes with story books, assorted set (1 per 10 students)
46. Geometric shapes (2 sets per lab)
47. Model food (4 per program)

**Specialized and adaptive furniture and equipment needs to meet the Mississippi Department of Health Regulations Governing Licensure of Child Care Facilities, Infant Toddler Environmental Rating Scale Revised (ITERS-R), and Early Childhood Environmental Rating Scale Revised (ECERS-R).

RECOMMENDED INSTRUCTIONAL AIDS

It is recommended that instructors have access to the following items:

1. Camcorder with tripod baseroller (1 per program)
2. TV/VCR/DVD combination (1 per program)
3. Direct projector (1 per program)
4. Copier
5. Tape player/cassette (1 per instructional classroom)
6. CD player (1 per instructional classroom)
7. Digital camera (1 per program)
8. Scissors, sharp tip (4 pairs per program)

Computer Software for Centers

Developmentally appropriate software following NAEYC standards for the following learning centers:

- a. Science
- b. Math
- c. Music
- d. Social Studies
- e. Language/library
- f. Computer
- g. Gross motor
- h. Manipulative
- i. Block/construction
- j. Creative art
- k. Dramatic play

Instructional Software

Developmentally appropriate software following NAEYC standards for the Early Childhood Professional Programs

Videos/DVD's for Centers

Developmentally appropriate Videos/DVDs following NAEYC standards for the following learning centers:

- a. Science
- b. Math
- c. Music
- d. Social Studies
- e. Language/library
- f. Computer
- g. Gross motor
- h. Manipulative

- i. Block/construction
- j. Creative art
- k. Dramatic play

Instructional Video/DVDs

Developmentally appropriate Video/DVDs following NAEYC standards for the Early Childhood Professional Programs

Student Competency Profile for Early Childhood Education Technology

Student: _____

This record is intended to serve as a method of noting student achievement of the competencies in each course. It can be duplicated for each student and serve as a cumulative record of competencies achieved in the course.

In the blank before each competency, place the date on which the student mastered the competency.

Early Childhood Profession (CDT 1113)

- _____ 1. Explain the Early Childhood Education Technology (CDT) program philosophy and policies.
- _____ 2. Use systematic approach to observing and recording child behavior.
- _____ 3. Discuss early childhood education and child care movements to include history, theories, and practice.
- _____ 4. Describe types of early childhood programs and employment opportunities.

Child Development I (CDT 1214)

- _____ 1. Identify the cognitive, physical, emotional, language, and social developmental characteristics of the child.
- _____ 2. Demonstrate the responsibilities of the caregiver role.
- _____ 3. Plan an infant/toddler curriculum.

Child Development II (CDT 1224)

- _____ 1. Identify the cognitive, physical, emotional, and social developmental characteristics of the child.
- _____ 2. Demonstrate the responsibilities of the caregiver role.
- _____ 3. Plan an infant/toddler curriculum.

Creative Arts for Young Children (CDT 1314)

- _____ 1. Discuss the stages of art, music, and movement development in young children.
- _____ 2. Identify ways teachers promote creativity in young children in the classroom environment.

Child Health and Safety (CDT 1343)

- _____ 1. Discuss lifesaving procedures for young children.
- _____ 2. Explain universal precautions.
- _____ 3. Discuss child abuse and responsibilities of a caregiver.
- _____ 4. Discuss common communicable diseases.

- _____5. Develop a safe environment for young children.
- _____6. Explore developmentally appropriate practices for introducing young children to basic health and safety concepts.

Nutrition for Young Children (CDT 1513)

- _____1. Discuss basic nutrition concepts.
- _____2. Discuss foodservice safety guidelines.
- _____3. Discuss the importance of developing healthy attitudes and nutritional habits that will be an asset for a lifetime.
- _____4. Discuss basic food purchasing and preparation for meals and snacks.

Language and Literacy Development for Young Children (CDT 1713)

- _____1. Explain how language is acquired.
- _____2. Examine the four areas of language arts including listening, speaking, reading, and writing.

Guiding Social and Emotional Behavior (CDT 2233)

- _____1. Discuss social and emotional development of young children.
- _____2. Identify guidance techniques for teaching children positive problem-solving skills.

Atypical Child Development (CDT 2413)

- _____1. Explore the current research pertaining to the causes and classifications of cognitive, physical, emotional, and/or social developmental differences.
- _____2. Discuss federal and state legislation concerning early intervention and prevention.
- _____3. Discuss the challenges associated with implementing inclusion within an early childhood program.
- _____4. Research available interdisciplinary community resources and professional services such as speech and language pathologists, physical therapists, and others by compiling a resource file.

Methods and Materials (CDT 2613)

- _____1. Develop an organized schedule of activities in a group care setting.
- _____2. Design developmentally appropriate environments for young children in a group care settings.
- _____3. Examine various commercial curricula for young children.

Social Studies, Math, and Science for Young Children (CDT 2714)

- _____1. Discuss the importance of developmentally appropriate social studies experiences in a classroom setting for young children.

- _____2. Discuss the importance of developmentally appropriate math experiences in the classroom for young children.
- _____3. Discuss the importance of developmentally appropriate science experiences in a classroom setting for young children.

Administration of Programs for Young Children (CDT 2813)

- _____1. Discuss employability skills.
- _____2. Discuss the administration of an early childhood program.
- _____3. Identify funding sources and other community resources.

Student Teaching I (CDT 2915)

- _____1. Implement developmentally appropriate curriculum and instructional practices based on knowledge of individual children, the diverse community, and curriculum goals and content through creative art activities.
- _____2. Implement developmentally appropriate curriculum and instructional practices based on knowledge of individual children, the diverse community, and curriculum goals and content through language and literacy activities.
- _____3. Implement developmentally appropriate curriculum and instructional practices based on knowledge of individual children, the diverse community, and curriculum goals and content through health, safety, and nutrition activities.
- _____4. Implement developmentally appropriate curriculum and instructional practices based on knowledge of individual children, the diverse community, and curriculum goals and content through music and movement activities.
- _____5. Implement developmentally appropriate curriculum and instructional practices based on knowledge of individual children, the diverse community, and curriculum goals and content through math activities.
- _____6. Implement developmentally appropriate curriculum and instructional practices based on knowledge of individual children, the diverse community, and curriculum goals and content through science activities.
- _____7. Implement developmentally appropriate curriculum and instructional practices based on knowledge of individual children, the diverse community, and curriculum goals and content through social studies activities.
- _____8. Implement developmentally appropriate curriculum and instructional practices based on knowledge of individual children, the diverse community, and curriculum goals and content through the use of time blocks and the daily routine.
- _____9. Implement developmentally appropriate curriculum and instructional practices based on knowledge of individual children, the diverse community, and curriculum goals and content through learning centers.
- _____10. Demonstrate management skills for early childhood programs.

Student Teaching II (CDT 2925)

- _____ 1. Implement developmentally appropriate curriculum and instructional practices based on knowledge of individual children, the diverse community, and curriculum goals and content through creative art activities.
- _____ 2. Implement developmentally appropriate curriculum and instructional practices based on knowledge of individual children, the diverse community, and curriculum goals and content through language and literacy activities.
- _____ 3. Implement developmentally appropriate curriculum and instructional practices based on knowledge of individual children, the diverse community, and curriculum goals and content through health, safety, and nutrition activities.
- _____ 4. Implement developmentally appropriate curriculum and instructional practices based on knowledge of individual children, the diverse community, and curriculum goals and content through music and movement activities.
- _____ 5. Implement developmentally appropriate curriculum and instructional practices based on knowledge of individual children, the diverse community, and curriculum goals and content through math activities.
- _____ 6. Implement developmentally appropriate curriculum and instructional practices based on knowledge of individual children, the diverse community, and curriculum goals and content through science activities.
- _____ 7. Implement developmentally appropriate curriculum and instructional practices based on knowledge of individual children, the diverse community, and curriculum goals and content through social studies activities.
- _____ 8. Implement developmentally appropriate curriculum and instructional practices based on knowledge of individual children, the diverse community, and curriculum goals and content through the use of time blocks and the daily routine.
- _____ 9. Implement developmentally appropriate curriculum and instructional practices based on knowledge of individual children, the diverse community, and curriculum goals and content through learning centers.
- _____ 10. Demonstrate management skills for early childhood programs.

Baseline Competencies

The following competencies and suggested objectives are taken from the publication *Mississippi Curriculum Framework for Early Childhood Services and Education*. These competencies and objectives represent the baseline that was used to develop the community/junior college early childhood education technology courses. Students enrolled in postsecondary courses should either have documented mastery of these competencies or be provided with these competencies before studying the advanced competencies in the Early Childhood Education Technology program.

Baseline competencies may be integrated into existing courses in the curriculum or taught as special “Introduction” courses. The “Introduction” courses may be taught for up to six semester hours of institutional credit and may be divided into two courses. If the Baseline Competencies are to be taught as “Introduction” courses, each course should be at least 3 credit hours. The following course number(s) and description should be used:

Course Name(s): Introduction to Early Childhood Education Technology, Introduction to Early Childhood Education Technology I, or Introduction to Early Childhood Education Technology II.

Course Abbreviation(s): CDT 100(3-6), CDT 1013, CDT 1023

Classification: Vocational–Technical Core

Description: These courses contain the baseline competencies and suggested objectives from the high school curriculum that directly relate to the community college program. The courses are designed for students entering the community college who have had no previous training or documented experience in the field. (3–6 semester hours based upon existing skills for each student, may be divided into 2 courses for a maximum total of 6 hours of institutional credit)

Competencies and Suggested Objectives

1. Identify occupational, educational, and leadership opportunities in Early Childhood Services and Education.
 - a. Investigate and compare educational, career, and leadership opportunities related to children to include postsecondary educational options, entry level jobs, paraprofessionals, and professionals.
 - b. Examine the need for studying children to include the benefits and characteristics of child development.
2. Explain the responsibilities of caregivers for protecting children’s health and safety.
 - a. Identify emergency, evacuation, equipment, and materials safety procedures according to school and classroom policies.
 - b. Identify emergency evacuation, equipment, and materials safety procedures related to child care centers as required by the Mississippi State Department of Health Childcare Licensure Handbook.

- c. Demonstrate the procedures for proper cleaning and sanitizing of equipment and facilities.
- d. Demonstrate proper sanitation practices of caregivers.
- 3. Discuss factors contributing to children's physical and emotional health.
 - a. Explain ways to protect children from communicable diseases.
 - b. Describe the role immunization plays in the prevention of illness.
 - c. Discuss the importance of nutrition in physical and intellectual development.
 - d. Explain the food guide pyramid and daily requirements.
 - e. Discuss nutritious meal and snack planning.
 - f. Discuss the impact of crisis on the emotional well-being of children to include divorce, separation, remarriage, blended families, illness, and death.
- 4. Discuss safety for infants and children.
 - a. Discuss responsibilities of caregivers for safety.
 - b. Practice appropriate responses to emergency situations, including first-aid and CPR.
 - c. Discuss types of child abuse, prevention, and reporting processes.
- 5. Identify guidance techniques for behavioral management.
 - a. Identify goals of effective guidance.
 - b. Define the guidance styles to include authoritarian, democratic, and permissive.
 - c. Describe direct and indirect guidance.
 - d. Identify appropriate verbal and nonverbal guidance techniques.
 - e. Identify ways to promote a positive self-concept in children.
 - f. Describe positive/negative reinforcement.
 - g. Explain the use of time out.
- 6. Explain child observations.
 - a. Discuss the purpose of observing children.
 - b. Identify the role of the teacher/caregiver when observing children.
 - c. Identify types of observation charts.
- 7. Record the behavior and interaction of children.
 - a. Observe children in a child care setting.
 - b. Complete assessments records based on the observation.
- 8. Describe the stages of prenatal development and birth defects as related to each stage of development.
 - a. Discuss the stage of the zygote.
 - b. Discuss the stage of the embryo.
 - c. Discuss the stage of the fetus.
 - d. Discuss the birth defects as related to each stage.
- 9. Explain the different areas of development of children.
 - a. Discuss early childhood education and child care movements to include history, theories, and practice.
 - b. Identify the intellectual, physical, emotional, and social developmental characteristics of the child from birth to school-age.
 - c. Explore inclusion and how to meet the developmental needs of special needs children and culturally diverse children.

10. Relate the value of play to children's development.
 - a. Discuss physical, emotional, social, and intellectual development that occurs during play.
 - b. Identify the different types of play.
 - c. Discuss the role and benefits of creativity in play.
11. Explain an age-appropriate activity related to each of the following areas: art, music, language/social studies, science, and math.
 - a. Using computer skills create an age-appropriate activity related to the following areas: art, music, language/social studies, science, and math.
 - b. Create an age-appropriate activity to address the culturally diverse child.
 - c. Demonstrate ability to interact with children by presenting an age-appropriate activity.
12. Review occupational and leadership opportunities in Early Childhood Services and Education.
 - a. Reinvestigate educational and career opportunities in child care.
 - b. Reexamine leadership opportunities available from student youth organizations (FCCLA, Beta, etc.).
13. Examine characteristics of a competent child care provider.
 - a. Identify characteristics of a competent child care worker to include attitude, appearance, and work ethics.
 - b. Employ appropriate verbal and written communication skills to include the parent-teacher, teacher-child, and co-worker relationships.
14. Explore skills and procedures necessary for seeking employment in the child care field.
 - a. Research and compare child care occupations.
 - b. Prepare a professional portfolio to include philosophy of child care, resume, job application, and work samples.
 - c. Explain the basic interviewing process.
 - d. Research early childhood education associations.
15. Identify quality child care.
 - a. Research the types of child care programs and their characteristics.
 - b. Describe quality child care and the NAEYC accreditation of a child care center.
16. Describe how to plan the daily routine for a child care program.
 - a. Explain the importance of a daily schedule.
 - b. Develop a daily time schedule for infants, toddlers, preschoolers, and school-age children.
 - c. Demonstrate how to use transitions.
17. Plan a child care curriculum.
 - a. Describe program goals and their relationship to development of the curriculum.
 - b. Describe factors to consider in curriculum planning.
 - c. Explain developmentally appropriate practices.
 - d. Explain assessment of curriculum.
18. Develop lesson plans and a block plan for a child care program.
 - a. Develop a list of appropriate themes for infants, toddlers, and preschoolers.
 - b. Develop a theme-based lesson plan beginning with a flowchart, and add learning activities to carry out the plan.
 - c. Develop a block lesson plan.
19. Explore parent involvement in the child care program.

- a. Explain how to involve parents using a parent letter.
 - b. Develop a theme-based bulletin board.
 - c. Discuss what should be included on a parent's information bulletin board.
20. Explore the Mississippi Department of Health licensing guidelines.
- a. Outline the standards and policy operations of the Mississippi Department of Health for child care centers.
 - b. Investigate inspection report forms necessary for policy operation of child care centers.
21. Discuss the operation of a quality Mississippi child care center.
- a. Discuss the components of a quality child care center.
 - b. Discuss how good management skills are necessary for the operation of a quality child care center.
 - c. Discuss personnel requirements and the essential personnel policies of a quality child care center.
 - d. Identify appropriate management practices necessary for the operation of a quality child care center.
22. Discuss marketing and basic financial management.
- a. Create an advertisement for a child care center.
 - b. Design a budget associated with the operation of a child care center.
 - c. Study examples of profit and loss for a child care business.
23. Discuss the Mississippi Department of Health licensure guidelines as related to planning the physical environment of a child care facility.
- a. Identify the requirements for building, grounds, and equipment.
 - b. Examine the purpose of the requirements.
24. Design a child care facility using the Mississippi Department of Health licensure guidelines.
- a. Design an appropriate indoor and outdoor environment.
 - b. Select age-appropriate indoor and outdoor play equipment and materials for physical, intellectual, social, and creative play.

Appendix A: Standards and Guidelines for Early Childhood Education Technology¹

National Association for the Education of Young Children Associate Degree Standards

CD1 Promoting Child Development and Learning

Key Elements

- 1a. Knowing and understanding young children's characteristics and needs
- 1b. Knowing and understanding the multiple influences on development and learning
- 1c. Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environment

CD2 Building Family and Community Relationships

Key Elements

- 2a. Knowing about and understanding family and community characteristics
- 2b. Supporting and empowering families and communities
- 2c. Involving families and communities in their children's development and learning

CD3 Observing, Documenting, and Assessing to Support Young Children and Families

Key Elements

- 3a. Understanding the goals, benefits, and uses of assessment
- 3b. Knowing about and using observation, documentation, and other appropriate assessment tools and approaches
- 3c. Understanding and practicing responsible assessment
- 3d. Knowing about assessment partnerships with families and other professionals

CD4 Teaching and Learning

Sub-Standards

- a. Connecting with children and families
- b. Using developmentally effective approaches
- c. Understanding content knowledge in early education
- d. Building meaningful curriculum

Key Elements

- 4a. Knowing, understanding, and using positive relationships and supportive interactions
- 4b. Knowing, understanding, and using effective approaches, strategies, and tools for early education
- 4c. Knowing and understanding the importance, central concepts, inquiry tools, and structures of content areas or academic disciplines
- 4d. Using own knowledge and other resources to design, implement, and evaluate meaningful, challenging curriculum to promote positive outcomes

¹ National Association for the Education of Young Children. (n.d.). Retrieved October 26, 2004, from <http://www.naeyc.org/>

CD5 Becoming a Professional

Key Elements

- 5a. Identifying and involving oneself with the early childhood field
- 5b. Knowing about and upholding ethical standards and other professional guidelines
- 5c. Engaging in continuous, collaborative learning to inform practice
- 5d. Integrating knowledgeable, reflective, and critical perspectives on early education
- 5e. Engaging in informed advocacy for children and the profession

Mississippi Pre-Kindergarten Curriculum Guidelines for Three-Year-Old Children

Language Development

- L1 Exhibits developmentally appropriate receptive language
 - Listens to others with understanding (particularly in one-on-one situations)
 - Listens attentively to a short story and especially to stories about himself or herself
 - Recognizes environmental sounds
 - Listens to music and the sounds produced by musical instruments
 - Understands and follows simple one or two step directions
- L2 Exhibits developmentally appropriate oral language for communication purposes
 - Shows an increase in vocabulary with the majority of words spoken being understood by the teacher/caregiver
 - Identifies common objects and pictures
 - Uses language to express action
 - Uses language to express emotions and ideas
 - Uses language to recall a sequence of events
 - Becomes aware of the structure of the language
- L3 Demonstrates phonological awareness
 - Recognizes sound patterns and can repeat them
 - Sings short songs and repeats portions of simple rhymes
- L4 Demonstrates an awareness of print
 - Turns pages of a book, looking at each page and picture
 - Tells a story following the pictures in a book

Mathematics

- M1 Number sense, number operations, and number relationships
 - Matches, one to one, pairs of objects that are alike and pairs of objects that are related but not alike
 - Rote count (e.g., counts to five or beyond from memory)
 - Rational count (e.g., counts from three to five objects in a group determine “how many” objects are in the group)
- M2 Patterns and relationships
 - Copies, creates, and extends auditory, visual, verbal, and physical movement patterns
- M3 Compare, classify (sort), and order
 - Makes size comparisons between objects using language (e.g., big/small, short/tall, full/empty, etc.)
 - Classifies (sorts) objects into categories (e.g., size, shape, color, etc.)
 - Orders objects based on size, weight, length, or height
- M4 Geometry and spatial sense
 - Recognizes and identifies shapes such as squares, circles, triangles, and rectangles

- Uses positional words to indicate where objects are in space (i.e., in, out, under, beside, between, on, etc.)
- M5 Parts and wholes
- Identifies the missing part of an object or picture of an object (e.g., the wheel piece is missing from the truck puzzle)
 - Recognizes that the amount of a whole remains the same when divided into two parts (e.g., when an apple is cut in half (two parts) it is still one apple)

Social/Emotional Development

- E1 Engages in different kinds of play in various settings
- Engages in solitary, parallel, and onlooker play in various settings
 - Engages in creative, imaginary, dramatic, and musical play in various settings
- E2 Develops self-help skills
- Shows interests and curiosity in different activities and begins to make choices
 - Shows flexibility, inventiveness, and interest in solving problems
 - Begins to complete common tasks independently and seek help with more difficult tasks
- E3 Develops social awareness and participates in a supportive classroom community
- Transition with ease and follows established classroom rules and routines
 - Responds to simple requests, helps with simple housekeeping tasks, and shows respect for classroom materials
 - Begins to show an awareness of and care for living things
 - Begins to “take a turn,” show an interest in communicating and sharing information with others, interact with others during group time, and understand that toys and materials can be owned by others
- E4 Develops self-discipline and a positive self-concept
- Begins to express frustrations and anger without harming self, others, or property
 - Begins to understand that families are different and multicultural
 - Begins to express “personal space boundaries”
 - Begins to show preferences and express wishes
 - Begins to offer and accept affections and encouraging words from other children and adults

Physical Development

- P1 Develops sense of body coordination and explore moving in space
- Begins to develop sense of balance and body coordination
 - Begins to move in rhythm to songs and music
- P2 Develops gross-motor skills
- Begins to develop large muscle coordination and greater control in movement
 - Begins to participate in group activities involving movement
- P3 Develops fine-motor skills
- Begins to develop small muscle coordination using manipulative materials that vary in size, shape, and skill requirement

- Begins to experiment with a wide variety of writing tools and drawing materials
- Begins to show interest in technology

Scientific Investigation

- S1 Acquires scientific knowledge related to life science
- Begins to observe, explore, and describe a wide variety of live animals and where they live
 - Begins to notice individual characteristics of self and living things
- S2 Acquires scientific knowledge related to earth science
- Begins to recognize characteristics of different seasons and describe weather
 - Begins to develop an understanding of time-related vocabulary
- S3 Engages in simple investigations using science processes
- Begins to identify materials by texture (smooth/rough, soft/hard)
 - Recognizes basic colors (e.g., red, blue, green, yellow, etc.)
 - Begins to demonstrate understanding of the five senses as related to body parts
 - Begins to compare, sort, classify, order, ask questions, use patterns, and engage in simple investigations using tools and objects
- S4 Develops an understanding of rules and routines related to health and safety practices
- Demonstrates growing independence in hygiene, toileting, nutrition, and personal care
 - Begins to follow rules and respond appropriately during emergency drills
 - Begins to recognize dangerous situations

Mississippi Pre-Kindergarten Curriculum Guidelines for Four Year Old Children

LD1. Exhibits developmentally appropriate receptive language

- Listens to others with understanding
- Listens attentively to stories
- Recognizes environmental sounds
- Listens to music
- Listens to the sounds produced by musical instruments
- Understands and follows simple two- or three-step directions

LD2. Exhibits developmentally appropriate oral language for communication purposes

- Shows an increase in vocabulary by using specialized vocabulary when communicating with others
- Identifies common objects and interprets pictures
- Uses language to express actions
- Uses language to communicate information, experiences, ideas, stories, emotions, opinions, wants, needs, thoughts, questions, and for conversation
- Uses language to recall a sequence of events or retell a familiar story
- Becomes aware of the structure of language; uses simple sentences, new vocabulary, and positional words in proper context

LD3. Demonstrates phonological and phonemic awareness

- Distinguishes words in a sentence (identifies whole words – sentence to word segmentation)
- Begins to recognize rhyming words
- Distinguishes sound units/syllables (clapping/stomping/finger tapping)
- Orally segments, blends, and deletes syllables
- Begins to notice beginning phonemes/sounds (not graphemes/letters)
- Begins to notice ending phonemes/sounds (not graphemes/letters)
- Begins to blend onset and rime

LD4. Demonstrates an awareness of print

- Recognizes local environmental print
- Understands that print conveys meaning

- Holds a book correctly and begins to understand directionality
- Recognizes first name in print
- Begins to recognize letters of the alphabet
- Attempts writing (scribble/drawing)
- Understands that different text forms are used for different purposes

LD5. Constructs meaning when responding to a story or a picture

- Shows an interest in books and reading
- Joins in reading of familiar predictable/pattern books
- Demonstrates understanding of literal meaning of story through questions and comments
- Begins to predict an outcome
- Begins to develop an awareness of cause and effect
- Begins to differentiate reality from fantasy
- Begins to connect information from a story to life experiences

ML1. Develops an awareness of and uses number sense, numbers, and operations

- Develops number sense and awareness of numbers in the environment
- Applies one-to-one correspondence by counting concrete objects by ones to 10, then 20, then 25
- Matches quantities and numerals for 1-5, then 6-9
- Counts with understanding and recognizes how many in sets of objects
- Begins to compare numbers of concrete objects using language (e.g., same, more than, less than)
- Begins to identify concepts of a fraction whole and half by using real objects
- Begins to identify the position of objects in a series (e.g., first, second, third, middle, next, last)
- Begins to develop the ability to combine, separate, and name how many objects

ML2. Develops an awareness of relations and patterns

- Begins to recognize, describe, reproduce, and extend simple patterns
- Matches, sorts, and classifies objects based on their similarities and differences.

ML3. Develops an awareness of and uses geometry and spatial reasoning

- Recognizes, names, describes, and compares two-dimensional shapes (e.g., circle, square, rectangle, triangle)
- Begins to recognize, name and compare three-dimensional shapes (e.g., cylinder, cube, cone, sphere)
- Identifies positions of objects in space using language (e.g., under, over, beside, behind, inside) to describe and compare their relative positions

ML4. Develops an awareness of and uses measurement

- Sorts and compares objects by size, length, weight, area, and temperature (e.g., bigger/smaller, hotter/colder, longer/shorter, more than/less than).
- Uses nonstandard measurement units (e.g., unit blocks, paper clips, hand span)
- Uses common measuring instruments (e.g., measuring cups, simple balance scales)
- Begins to use time related words (e.g., day/night, yesterday/today/tomorrow)

ML5. Begins to analyze and interpret data

- Creates graphs using concrete objects or pictures
- Represents ideas or experiences using graphs
- Uses graphs to answer questions

SI1. Develops awareness of living and nonliving things

- Names and describes plants, animals, and humans
- Explores plants, animals, and human life cycles
- Recognizes the needs of living things
- Begins to recognize parts of the human body
- Observes and describes characteristics of nonliving things

SI2. Develops awareness of the five senses

- Recognizes the five senses and body parts that utilize the five senses
- Identifies tastes
- Identifies smells
- Identifies sights
- Identifies sounds
- Sorts materials by texture

SI3. Engages in practices to promote routine good health, nutrition, and safety

- Observes and demonstrates a daily routine of healthy habits
- Recognizes and selects healthy foods
- Demonstrates appropriate safety skills

SI4. Develops awareness of observable properties of objects and materials

- Recognizes properties (e.g., color, size, shape, states of matter) and compares weight, texture, and temperature
- Recognizes and demonstrates use of positional and motion words

SI5. Develops awareness and appreciation for the environment

- Explores the idea that the earth includes the land, water, and air
- Explores caring for the environment
- Understands time-related vocabulary
- Describes weather

SI6. Engages in simple investigations using science process

- Becomes aware of investigative process
- Makes careful observations, using all of the senses
- Describes, compares, sorts and classifies, and orders
- Uses a variety of simple tools to extend observations
- Explores materials, objects, and events and notices cause and effect
- Engages in simple investigations
- Describes and communicates observations, results, and ideas
- Works collaboratively with others

SE1. Demonstrates a positive self-concept

- Accepts attention, affection, and appreciation
- Expresses needs and preferences clearly and appropriately
- Describes feelings and thoughts using words, pictures, and stories
- Makes positive statements about self and takes pride in accomplishments

SE2. Demonstrates control over emotions and behavior in various settings

- Transitions attention from one activity to another with ease

- Accepts not being first and begins to wait his/her turn in activities
- Begins to cope effectively with disappointment
- Begins to express frustration and anger appropriately (e.g., without harming self, others, or property)
- Begins to accept the consequences of her/his actions

SE3. Develops positive engagement in the learning environment

- Shows interest in and actively participates in various classroom activities
- Begins to understand the concept of personal property versus classroom property or the property of others
- Demonstrates appropriate use and care of classroom and personal materials
- Shows an awareness of and care for living things such as a classroom pet or plant
- Follows established classroom rules and simple (two-or three-step) directions
- Selects tasks and begins to complete them independently

SE4. Develops positive relationships with adults and children

- Approaches others positively and shows pleasure in being with others
- Shows interest in others by exchanging information with them
- Listens attentively to others when interacting with them
- Begins to develop an awareness of others' feelings and begins to show empathy
- Shows acceptance of individuals different from herself or himself through positive interactions
- Begins to use positive language or demonstrate affection toward others
- Uses acceptable ways of joining in an on-going activity group
- Plays in a small group of two to five children
- Begins give and take cooperative play
- Seeks help from others with difficult tasks
- Begins to negotiate solutions and develop compromises appropriately

PD1. Develops a sense of body coordination and explores moving in space

- Demonstrates a sense of balance and body coordination
- Begins to move in rhythm to songs and music

PD2. Develops gross motor skills

- Demonstrates coordination of large muscles to perform simple motor tasks (e.g., climbing, jumping, throwing a ball)
- Participates in group activities involving gross motor movement

PD3. Develops fine motor skills

- Demonstrates coordination of small muscles using manipulatives that vary in size and shape to perform simple motor tasks (e.g., lacing, folding, cutting)
- Participates in group activities involving fine motor movement
- Uses a wide variety of writing tools and drawing materials
- Demonstrates coordination of small muscles using technology

Appendix B: Related Academic Standards²

Reading

- R1 Interpret Graphic Information (forms, maps, reference sources)
- R2 Words in Context (same and opposite meaning)
- R3 Recall Information (details, sequence)
- R4 Construct Meaning (main idea, summary/paraphrase, compare/contrast, cause–effect)
- R5 Evaluate/Extend Meaning (fact/opinion, predict outcomes, point of view)

Mathematics Computation

- M1 Addition of Whole Numbers (no regrouping, regrouping)
- M2 Subtraction of Whole Numbers (no regrouping, regrouping)
- M3 Multiplication of Whole Numbers (no regrouping, regrouping)
- M4 Division of Whole Numbers (no remainder, remainder)
- M5 Decimals (addition, subtraction, multiplication, division)
- M6 Fractions (addition, subtraction, multiplication, division)
- M7 Integers (addition, subtraction, multiplication, division)
- M8 Percents
- M9 Algebraic Operations

Applied Mathematics

- A1 Numeration (ordering, place value, scientific notation)
- A2 Number Theory (ratio, proportion)
- A3 Data Interpretation (graph, table, chart, diagram)
- A4 Pre-Algebra and Algebra (equations, inequality)
- A5 Measurement (money, time, temperature, length, area, volume)
- A6 Geometry (angles, Pythagorean theory)
- A7 Computation in Context (whole numbers, decimals, fractions, algebraic operations)
- A8 Estimation (rounding, estimation)

Language

- L1 Usage (pronoun, tense, subject–verb agreement, adjective, adverb)
- L2 Sentence Formation (fragments, run-on, clarity)
- L3 Paragraph Development (topic sentence, supporting sentence, sequence)
- L4 Capitalization (proper noun, titles)
- L5 Punctuation (comma, semicolon)
- L6 Writing Conventions (quotation marks, apostrophe, parts of a letter)

Spelling

- S1 Vowel (short, long)
- S2 Consonant (variant spelling, silent letter)
- S3 Structural Unit (root, suffix)

² CTB/McGraw-Hill LLC. (1994). *Tests of adult basic education, forms 7 and 8*. Monterey, CA: Author. Reproduced with permission of CTB/McGraw-Hill LLC. TABE is a registered trademark of The McGraw-Hill Companies, Inc. Copyright © 1994 by CTB/McGraw-Hill LLC. Reproduction of this material is permitted for educational purposes only.

Appendix C: 21st Century Skills³

CS1 Global Awareness

- Using 21st century skills to understand and address global issues
- Learning from and working collaboratively with individuals representing diverse cultures, religions, and lifestyles in a spirit of mutual respect and open dialogue in personal, work, and community contexts
- Promoting the study of non-English language as a tool for understanding other nations and cultures

CS2 Financial, Economic, and Business Literacy

- Knowing how to make appropriate personal economic choices
- Understanding the role of the economy and the role of business in the economy
- Applying appropriate 21st century skills to function as a productive contributor within an organizational setting
- Integrating oneself within and adapting continually to our nation's evolving economic and business environment

CS3 Civic Literacy

- Being an informed citizen to participate effectively in government
- Exercising the rights and obligations of citizenship at local, state, national, and global levels
- Understanding the local and global implications of civic decisions
- Applying 21st century skills to make intelligent choices as a citizen

CS4 Information and Communication Skills

- Information and media literacy skills: Analyzing, accessing, managing, integrating, evaluating, and creating information in a variety of forms and media; understanding the role of media in society
- Communication skills: Understanding, managing, and creating effective oral, written, and multimedia communication in a variety of forms and contexts

CS5 Thinking and Problem-Solving Skills

- Critical thinking and systems thinking: Exercising sound reasoning in understanding and making complex choices, understanding the interconnections among systems
- Problem identification, formulation, and solution: Ability to frame, analyze, and solve problems
- Creativity and intellectual curiosity: Developing, implementing, and communicating new ideas to others, staying open and responsive to new and diverse perspectives

CS6 Interpersonal and Self-Directional Skills

- Interpersonal and collaborative skills: Demonstrating teamwork and leadership, adapting to varied roles and responsibilities, working productively with others, exercising empathy, respecting diverse perspectives
- Self-direction: Monitoring one's own understanding and learning needs, locating appropriate resources, transferring learning from one domain to another

³ *21st century skills*. (n.d.). Washington, DC: Partnership for 21st Century Skills.

Appendix D: National Educational Technology Standards for Students⁴

- T1 Basic operations and concepts
- Students demonstrate a sound understanding of the nature and operation of technology systems.
 - Students are proficient in the use of technology.
- T2 Social, ethical, and human issues
- Students understand the ethical, cultural, and societal issues related to technology.
 - Students practice responsible use of technology systems, information, and software.
 - Students develop positive attitudes toward technology uses that support lifelong learning, collaboration, personal pursuits, and productivity.
- T3 Technology productivity tools
- Students use technology tools to enhance learning, increase productivity, and promote creativity.
 - Students use productivity tools to collaborate in constructing technology-enhanced models, prepare publications, and produce other creative works.
- T4 Technology communications tools
- Students use telecommunications to collaborate, publish, and interact with peers, experts, and other audiences.
 - Students use a variety of media and formats to communicate information and ideas effectively to multiple audiences.
- T5 Technology research tools
- Students use technology to locate, evaluate, and collect information from a variety of sources.
 - Students use technology tools to process data and report results.
 - Students evaluate and select new information resources and technological innovations based on the appropriateness for specific tasks.
- T6 Technology problem-solving and decision-making tools
- Students use technology resources for solving problems and making informed decisions.
 - Students employ technology in the development of strategies for solving problems in the real world.

⁴ ISTE: *National educational technology standards (NETS)*. (2000). Retrieved July 13, 2004, from <http://cnets.iste.org/>