

Career and Technical Education Course Blueprint

Family and Consumer Sciences Education

7111 Early Childhood Education I

Public Schools of North Carolina
State Board of Education • Department of Public Instruction
Academic Services and Instructional Support
Division of Career and Technical Education
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Special thanks to the following educators who developed this blueprint.

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This blueprint has been reviewed by business and industry representatives for technical content and appropriateness for the industry. Contact Faceducation@dpi.state.nc.us for more information.

CTE Course Blueprint

A CTE Course Blueprint lays out the framework of the curriculum for a given course.

The CTE Course Blueprint includes units of instruction, competencies in each unit, and the specific objectives for each competency. The CTE Course Blueprint illustrates the relative weight of the units, competencies, and objectives within the course. Each competency and objective reflects the intended level of learning through two dimensions that reflect the Revised Bloom's Taxonomy (RBT). The Knowledge Dimension is represented with letters A-D, and the Cognitive Process Dimension is represented by numbers 1-6.

The CTE Course Blueprint should be used by teachers to plan the course of work for the year, prepare daily lesson plans, and construct instructionally valid interim assessments. Statewide assessments are aligned directly with the CTE Course Blueprint. This CTE Course Blueprint and other aligned curriculum products and assessments are developed using the Revised Bloom's Taxonomy.

For additional information about this blueprint, contact Career and Technical Education, North Carolina Department of Public Instruction, 6358 Mail Service Center, Raleigh, North Carolina 27699-6358.

Reference: Anderson, Lorin W. (Ed.), Krathwohl, David R. (Ed.), et al., *A Taxonomy for Learning, Teaching, and Assessing: A Revision of Bloom's Taxonomy of Educational Objectives*, Addison Wesley Longman, Inc., New York, 2001.

Interpretation of Columns on CTE Course Blueprints

No.	Heading	Column information
1	Comp# Obj.#	Comp=Competency number (two digits); Obj.=Objective number (unique course identifier plus competency number and two-digit objective number).
2	Unit Titles/Competency and Objective Statements	Statements of unit titles, competencies per unit, and specific objectives per competency. Each competency statement or specific objective begins with an action verb and makes a complete sentence when combined with the stem "The learner will be able to. . ." (The stem appears once in Column 2.) Outcome behavior in each competency/objective statement is denoted by the verb plus its object.
3	Local Use	Space for use by Local Education Agencies
4	Course Weight	Shows the relative importance of each objective, competency, and unit. Course weight is used to help determine the percentage of total class time that is spent on each objective.
5	RBT Designation	Classification of outcome behavior in competency and objective statements in Dimensions according to the Revised Bloom's Taxonomy. (Cognitive Process Dimension: 1 Remember, 2 Understand, 3 Apply, 4 Analyze, 5 Evaluate, 6 Create) (Knowledge Dimension: A Factual Knowledge, B Conceptual Knowledge, C Procedural Knowledge)
6	Integrated Skill Area	Shows links to other academic areas. Integrated skills codes: A=Arts; E=English Language Arts; CD=Career Development; CS=Information/Computer Skills; H=Healthful Living; M=Math; SC=Science; SS=Social Studies
7	Core Supp	Designation of the competencies and objectives as Core or Supplemental. Competencies and objectives designated "Core" must be included in the Annual Planning Calendar and are assessed on the statewide assessments.

Career and Technical Education conducts all activities and procedures without regard to race, color, creed, national origin, gender, or disability. The responsibility to adhere to safety standards and best professional practices is the duty of the practitioners, teachers, students, and/or others who apply the contents of this document.

Career and Technical Student Organizations (CTSO) are an integral part of this curriculum. CTSOs are strategies used to teach course content, develop leadership, citizenship, responsibility, and proficiencies related to workplace needs.

FAMILY AND CONSUMER SCIENCES EDUCATION
COURSE BLUEPRINT for 7111 EARLY CHILDHOOD EDUCATION I
(Recommended hours of instruction: 270 - 360)

Comp # Obj #	Unit Titles/Competency and Objective Statements (The Learner will be able to:)	Local Use	Course Weight	RBT Designation	Integrated Skill Areas	Core Supp
1	2	3	4	5	6	7
	Total Course Weight		100%			
A	PERSONAL AND PROFESSIONAL PREPARATION		16%			
CY01.00	Understand factors related to personal growth.		4%	B2	CD/CS/E/H/SS	
<i>CY01.01</i>	<i>Classify character traits and their influence on personal growth.</i>			<i>B2</i>	<i>CD/CS/E/SS</i>	<i>Supp</i>
<i>CY01.02</i>	<i>Understand the habits of successful people and strategies for personal growth.</i>		4%	<i>B2</i>	<i>CD/E/H</i>	<i>Core</i>
CY02.00	Understand factors related to the professional growth of early childhood professionals.		4%	B2	A/CD/E	
<i>CY02.01</i>	<i>Understand skills needed by early childhood professionals.</i>			<i>B2</i>	<i>CD/E</i>	<i>Supp</i>
<i>CY02.02</i>	<i>Interpret responsibilities of early childhood professionals.</i>		4%	<i>B2</i>	<i>A/CD/E</i>	<i>Core</i>
CY03.00	Understand observation and teaching methods used in early childhood education.		8%	B2	E/M	
<i>CY03.01</i>	<i>Understand how to select and use observation methods.</i>		4%	<i>B2</i>	<i>E/M</i>	<i>Core</i>
<i>CY03.02</i>	<i>Understand how to select and use teaching methods.</i>		4%	<i>B2</i>	<i>E</i>	<i>Core</i>
B	CHILD DEVELOPMENT BIRTH TO AGE TWELVE		48%			
CY04.00	Understand principles and domains of child development, developmental characteristics of children, and theories of child development.		21%	B2	A/E/SC	
<i>CY04.01</i>	<i>Exemplify principles and domains of child development.</i>		7%	<i>B2</i>	<i>E/SC</i>	<i>Core</i>
<i>CY04.02</i>	<i>Understand developmental characteristics of children.</i>		7%	<i>B2</i>	<i>E/SC</i>	<i>Core</i>
<i>CY04.03</i>	<i>Interpret theories of child development.</i>		7%	<i>B2</i>	<i>A/E/SC</i>	<i>Core</i>
CY05.00	Apply developmentally appropriate activities for children from birth to age five.		13%	C3	E/SC	
<i>CY05.01</i>	<i>Classify developmentally appropriate activities for infants and toddlers within domains of child development.</i>		7%	<i>B2</i>	<i>E/SC</i>	<i>Core</i>
<i>CY05.02</i>	<i>Apply developmentally appropriate reading activities for children three to five.</i>		6%	<i>C3</i>	<i>E</i>	<i>Core</i>

Comp # Obj #	Unit Titles/Competency and Objective Statements (The Learner will be able to:)	Local Use	Course Weight	RBT Designation	Integrated Skill Areas	Core Supp
1	2	3	4	5	6	7
CY06.00	Evaluate developmentally appropriate activities and programs for preschool and school-age children.		14%	B5	A/E/M/SC/SS	
<i>CY06.01</i>	<i>Exemplify developmentally appropriate activities in specific areas of learning for children three to eight.</i>		9%	B2	A/E/M/SC/SS	Core
<i>CY06.02</i>	<i>Evaluate developmentally appropriate programs for school-age children.</i>		5%	B5	E/SS	Core
C	WORKING WITH CHILDREN		21%			
CY07.00	Understand techniques for communicating expectations, setting limits, and guiding behavior.		12%	B2	E/H/SS	
<i>CY07.01</i>	<i>Understand techniques for communicating expectations and setting limits.</i>		5%	B2	E/SS	Core
<i>CY07.02</i>	<i>Understand techniques for guiding behavior.</i>		7%	B2	E/H/SS	Core
CY08.00	Apply policies and procedures to maintain a healthy, safe environment for children.		9%	C3	CD/CS/E/H	
<i>CY08.01</i>	<i>Understand health and safety policies for early childhood settings.</i>		5%	B2	CD/CS/E/H	Core
<i>CY08.02</i>	<i>Apply emergency procedures in early childhood settings.</i>		4%	C3	CD/E/H	Core
D	THE FIELD OF EARLY CHILDHOOD EDUCATION		15%			
CY09.00	Understand the history of early childhood education.		8%	B2	E/CS/SS	
<i>CY09.01</i>	<i>Recognize the contributions of leaders in the history of early childhood education.</i>		4%	A1	E/SS	Core
<i>CY09.02</i>	<i>Explain the influence of historical events on early childhood-related programs and initiatives and their impact on early childhood education.</i>		4%	B2	E/CS/SS	Core
CY010.00	Understand career trends, opportunities, and options in early childhood education.		7%	B2	E/CD/CS	
<i>CY10.01</i>	<i>Understand career trends and opportunities in early childhood education.</i>		4%	B2	E/CD/CS	Core
<i>CY10.02</i>	<i>Understand benefits and limitations of work and education options.</i>		3%	B2	E/CD	Core