Maryland CTE Programs of Study

Early Childhood Education I (2025)

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INTRODUCTION 2

A **Career and Technical Education (CTE) instruction provides content aligned with challenging academic standards and relevant technical knowledge and skills for students to further their education and succeed in current or emerging professions.** 2.A

B **The Education Career Cluster spans careers aimed at fostering learning from early childhood to adulthood, including teaching, instructional design, counseling services, community engagement, learner support, and educator training. This Cluster emphasizes quality education standards and lifelong learning, preparing individuals for success through all life stages by nurturing knowledge, skills, and critical thinking and encouraging personal and societal growth in a constantly evolving world.** 2.B

C **The Early Childhood Development CTE Program of Study emphasizes careers and educational pathways dedicated to nurturing the holistic growth of children from birth to 8 years old through education, care, and early intervention. Professionals in this field specialize in fostering physical, cognitive, emotional, and social development in early learners by applying proven and promising strategies for whole-child wellness.** 2.C

D **Early Childhood Education I introduces students to the fundamentals of early childhood development and education, emphasizing the role of caregivers in fostering safe, healthy, and developmentally appropriate environments for young children. This course prepares students with introductory knowledge and skills for the Child Development Associate (CDA) credential, focusing on professional ethics and initial portfolio development.** 2.D

E **Students will participate in at least two Career-Connected Education and Work-Based Learning experiences in this course, which might include informational interviews or job shadowing relevant to the program of study.** 2.E

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F **Students are encouraged to participate in extended learning experiences through aligned Career and Technical Student Organizations (CTSOs). CTSOs are a cocurricular requirement in the Carl D. Perkins Act, and alignment to CTSO activities is an expectation for CTE programs in the state of Maryland.** 2.F

KNOWLEDGE AND SKILLS 3

A **The student demonstrates the necessary skills for career development, maintenance of employability, and successful completion of course outcomes. The student is expected to:** 3.A

1. Identify and demonstrate positive work behaviors that enhance employability and job advancement, such as regular attendance, promptness, proper attire, maintenance of a clean and safe work environment, and pride in work. 3.A.1
2. Demonstrate positive personal qualities such as flexibility, open-mindedness, initiative, active listening, and a willingness to learn. 3.A.2
3. Employ effective reading, writing, and technical documentation skills. 3.A.3
4. Solve problems using critical thinking techniques and structured troubleshooting methodologies. 3.A.4
5. Demonstrate leadership skills and collaborate effectively as a team member. 3.A.5
6. Implement safety procedures, including proper use of software and following privacy guidelines. 3.A.6
7. Exhibit an understanding of legal and ethical responsibilities in the educational field, following copyright laws and regulations. 3.A.7
8. Demonstrate time-management skills and the ability to prioritize tasks in a technical setting. 3.A.8

B **The student identifies various career pathways in the educational field. The student is expected to:** 3.B

1. Develop a career plan that includes the necessary education, certifications, job skills, and experience for specific roles in education. 3.B.1
2. Create a professional resume and portfolio that reflect skills, projects, certifications, and recommendations. 3.B.2
3. Demonstrate effective interview skills for roles in educational fields. 3.B.3

C **The student develops technology and digital literacy skills. The student is expected to:** 3.C

1. Use technology as a tool for research, organization, communication, and problem-solving. 3.C.1
2. Use digital tools, including computers, mobile devices, collaboration platforms, and cloud services, to access, manage, and create information. 3.C.2
3. Demonstrate proficiency in using emerging and industry-standard technologies. 3.C.3

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4. Understand ethical and legal considerations for technology use, including the principles of data protection, copyright, and responsible technology use. 3.C.4

D **The student integrates core academic skills into educational practices. The student is expected to:** 3.D

1. Demonstrate the use of clear communication techniques, both written and verbal, that are consistent with industry standards. 3.D.1
2. Apply English concepts such as writing informative texts when documenting student progress, lesson plan development, and guardian communication letters. 3.D.2
3. Use mathematical concepts for measurement and conversion (Fahrenheit vs. Celsius), ratios and proportions as well as fraction and decimal conversions. 3.D.3

E **The student demonstrates the ability to establish and maintain a healthy, safe, and supportive learning environment. The student is expected to:** 3.E

1. Identify health and safety risks and apply preventive measures within an early childhood setting, such as choking hazards from small toys, allergen exposures, and unauthorized pick-ups. 3.E.1
2. Create best practice routines that promote children's health and hygiene, such as handwashing and healthy eating habits. 3.E.2
3. Prepare and maintain a safe physical environment, including sanitation, layout design, and hazard prevention, that meets children's developmental needs. 3.E.3

F **The student demonstrates an understanding of developmental milestones and supports physical and cognitive growth through engaging activities. The student is expected to:** 3.F

1. Organize activities that support fine and gross motor skills in a developmentally appropriate way. 3.F.1
2. Introduce cognitive learning activities, including basic problem-solving and early literacy skills, tailored to young children's developmental stages. 3.F.2
3. Use play-based learning strategies to stimulate exploration, curiosity, and critical thinking. 3.F.3

G **The student demonstrates skills in fostering social and emotional growth through positive guidance and responsive interactions. The student is expected to:** 3.G

1. Establish supportive relationships with children, responding to their needs with empathy and respect. 3.G.1
2. Model and reinforce positive behaviors, such as sharing and cooperation, to support a respectful classroom environment. 3.G.2
3. Develop strategies for conflict resolution that help children learn self-regulation and emotional expression. 3.G.3

H **The student demonstrates effective communication and collaboration skills with families to support children's development. The student is expected to:** 3.H

1. Communicate consistently and professionally with families—using varied modes (e-mail, phone, in-person, digital platforms)—to share individualized updates on progress, developmental milestones, and next steps. 3.H.1

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2 Adapt communication style, language, and tone to honor each family's preferences, cultural norms, and unique circumstances, demonstrating keen attention to detail and respect for confidentiality. 3.H.2

3 Integrate families' cultural practices, languages, and knowledge into classroom routines, curriculum, and celebrations to affirm every child's identity and sense of belonging. 3.H.3

4 Create and facilitate meaningful family-engagement opportunities, such as classroom events, at-home learning activities, and community resource connections, that strengthen the home–school partnership. 3.H.4

5 Participate in structured role-plays and mock conferences that simulate routine, sensitive, and potentially uncomfortable scenarios, using feedback and reflection to refine empathy, professionalism, and collaborative problem-solving skills. 3.H.5

H The student designs an inclusive, fully accessible classroom environment that enables every child—including those with functional or developmental needs—to explore, learn, and participate without barriers. The student is expected to: 3.H

1 Evaluate and organize classroom layouts to ensure unobstructed mobility and equitable access to all materials, accommodating children who use mobility aids or have other physical considerations. 3.H.1

2 Arrange learning centers, shelves, and seating at varied heights and orientations so children can independently reach, manipulate, and engage with resources. 3.H.2

3 Select, adapt, or create materials (e.g., varied-grip manipulatives, tactile graphics, visual schedules) that address diverse sensory, motor, and cognitive needs. 3.H.3

4 Model and promote respectful, inclusive language to foster a culture of acceptance. 3.H.4

5 Provide peers and families with age-appropriate resources, literature, and discussion strategies that encourage understanding, empathy, and active support for children with functional or developmental needs. 3.H.5

J The student demonstrates commitment to personal growth and improvement through self-reflection and professional development. The student is expected to: 3.J

1 Engage in self-assessment to identify strengths and areas for improvement in their teaching practice. 3.J.1

2 Participate in professional development activities, workshops, or continuing education related to early childhood education. 3.J.2

3 Seek feedback from mentors, supervisors, and peers to refine their practices. 3.J.3