Maryland CTE Programs of Study

Early Childhood Education II (2025)

GENERAL REQUIREMENTS. This course is recommended for students in Grades 10-12, and Early Childhood Education I is a prerequisite. 1

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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 II builds on the foundational knowledge gained in Early Childhood Education I. Students will learn to design and implement engaging, developmentally appropriate activities that support the holistic development of children from birth to eight years old. Emphasis is placed on enhancing communication skills with families and stakeholders, utilizing assessments to inform instruction, and applying strategies for inclusive practices in diverse learning environments. Students will continue building their CDA professional portfolio, documenting competencies in areas such as safety, health, and communication.** 2.D

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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

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

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3 Demonstrate proficiency in using emerging and industry-standard technologies. 3.C.3

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 proficiency in designing and implementing a developmentally appropriate curriculum that fosters children's learning and growth. The student is expected to: 3.E

1 Plan curriculum activities that address the diverse needs, interests, and cultural backgrounds of young children and are aligned with age-appropriate milestones. 3.E.1

2 Implement hands-on learning experiences that enhance children's language, literacy, math, and social-emotional skills. 3.E.2

3 Continuously adapt curriculum plans based on observations, assessments, and children's responses. 3.E.3

F The student demonstrates advanced skills in guiding young children's social and emotional growth. The student is expected to: 3.F

1 Implement proactive, age-appropriate practices—such as calm-down corners, mindfulness routines, visual schedules, cooperative games, and peer-mediated problem-solving—to strengthen children's focus, self-regulation, and conflict-resolution skills. 3.F.1

2 Model and scaffold empathy, respect, and self-advocacy by labeling emotions aloud, using social stories and role-plays (e.g., "I-feel/I-need" sentence stems), and providing specific positive reinforcement that builds self-confidence, identity awareness, and a sense of belonging in every child. 3.F.2

3 Create and sustain an inclusive, culturally responsive classroom culture by integrating children's home languages and family traditions into lessons, curating anti-bias books and materials, and co-developing class agreements that honor individual differences while promoting a supportive group dynamic. 3.F.3

G The student demonstrates professional behavior and ethical standards essential for working effectively with young children and families. The student is expected to: 3.G

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1. Adhere to confidentiality policies, safeguarding the privacy of children and their families. 3.G.1
2. Participate in professional development activities to stay informed on best practices and current trends in early childhood education. 3.G.2
3. Engage in reflective practices, consistently seeking feedback and striving for continuous improvement in their work. 3.G.3

H The student demonstrates effective management skills necessary for maintaining a well- organized and structured classroom environment. The student is expected to: 3.H

1. Organize classroom spaces to encourage both individual and group learning, balancing structured and free-choice periods. 3.H.1
2. Establish predictable routines and schedules to support children's emotional security and engagement. 3.H.2
3. Evaluate and adjust the classroom layout for accessibility, safety, and appeal, encouraging children's exploration and independence. 3.H.3

I The student demonstrates proficiency in assessing children's progress and using assessments to create individualized learning plans. The student is expected to: 3.I

1. Use informal and formal assessment tools to monitor children's growth and identify individual learning needs. 3.I.1
2. Engage families in discussions about assessment results, collaboratively setting goals for children's development. 3.I.2
3. Develop personalized learning plans informed by assessment data, tailoring instruction to support each child's progress. 3.I.3

J The student demonstrates ethical decision-making and upholds professional responsibilities in early childhood education. The student is expected to: 3.J

1. Adhere to ethical standards set by professional organizations (e.g., NAEYC) in their daily interactions and decisions. 3.J.1
2. Maintain confidentiality regarding sensitive information about children and families. 3.J.2
3. Navigate ethical dilemmas with professionalism, consulting mentors or resources as appropriate. 3.J.3

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K **The student builds collaborative partnerships with families to support children's learning and development. The student is expected to:** 3.K

1. Implement strategies to involve families in classroom activities, fostering meaningful engagement. 3.K.1
2. Provide families with developmentally appropriate resources for at-home learning. 3.K.2
3. Maintain regular, clear communication with families, adapting methods to meet diverse family preferences. 3.K.3

L **The student demonstrates an understanding of diverse cultural backgrounds and integrates inclusive practices to support every child's unique identity. The student is expected to:** 3.L

1. Create classroom activities that respect and celebrate cultural differences, helping children develop a sense of identity and respect for others. 3.L.1
2. Apply culturally responsive teaching practices, adjusting interactions and activities to meet the needs of all children. 3.L.2
3. Collaborate with families to learn about their cultural values and integrate them into classroom routines and celebrations. 3.L.3

M **The student demonstrates the ability to integrate age-appropriate technology to support learning and documentation in early childhood education. The student is expected to:** 3.M

1. Select and use developmentally appropriate digital tools that enhance learning, such as educational apps or digital storybooks. 3.M.1
2. Use technology for documenting children's progress and sharing it with families in accessible ways. 3.M.2
3. Adhere to screen time guidelines such as COMAR regulations 13A.16.09.01C and NAEYC Developmentally Appropriate Practices (DAP). Ensure technology use supports interactive and hands-on learning. 3.M.3

N **The student demonstrates leadership by contributing to program improvements and supporting colleagues. The student is expected to:** 3.N

1. Actively participate in team meetings, offering insights for enhancing program quality. 3.N.1
2. Provide mentorship or peer support to foster collaborative implementation of best practices. 3.N.2
3. Contribute to initiatives like safety programs, parent workshops, or curriculum development projects, showing commitment to program-wide goals. 3.N.3