

Education and Early Childhood (EEC)

Students will integrate knowledge, skills, and practices required for careers in early childhood, education, and services. [FCS.EEC.1](#)

A Analyze career paths within early childhood, education, and related services. [FCS.EEC.1.A](#)

Beginning (b)

- 1 Identify different careers within education and early childhood. [FCS.EEC.1.A.B.1](#)
- 2 Identify career pathways and trajectories within education and early childhood. [FCS.EEC.1.A.B.2](#)
- 3 Discuss personal qualities that would contribute to success in the education and early childhood pathways. [FCS.EEC.1.A.B.3](#)
- 4 Identify societal, economic, and family trends that have impacted education and early childhood programs. [FCS.EEC.1.A.B.4](#)
- 5 Discuss the role of professional organizations in education and early childhood. [FCS.EEC.1.A.B.5](#)
- 6 Identify related knowledge and skills needed for employment. [FCS.EEC.1.A.B.6](#)

Intermediate (i)

- 1 Justify the need for different roles within education and early childhood. [FCS.EEC.1.A.I.1](#)
- 2 Describe how careers may change over the lifespan. [FCS.EEC.1.A.I.2](#)
- 3 List opportunities for expanding knowledge related to education and early childhood careers. [FCS.EEC.1.A.I.3](#)
- 4 Justify the need for education and early childhood programs. [FCS.EEC.1.A.I.4](#)
- 5 List professional organizations that support education and early childhood. [FCS.EEC.1.A.I.5](#)
- 6 Create a resume that highlights skills and experiences related to education and caregiving. [FCS.EEC.1.A.I.6](#)

Advanced (a)

- 1 Explain the roles and functions of individuals engaged in early childhood education and services. [FCS.EEC.1.A.A.1](#)
- 2 Analyze opportunities for employment, entrepreneurial endeavors, and emerging careers. [FCS.EEC.1.A.A.2](#)
- 3 Summarize education and training requirements and opportunities for career paths in early childhood, education, and services. [FCS.EEC.1.A.A.3](#)
- 4 Analyze the impact of early childhood, education, and services occupations on individual, family, local, state, national, and global economies. [FCS.EEC.1.A.A.4](#)
- 5 Analyze the role of professional organizations in education and early childhood. [FCS.EEC.1.A.A.5](#)
- 6 Create an employment portfolio to communicate education and early childhood knowledge and skills. [FCS.EEC.1.A.A.6](#)

B Analyze developmentally appropriate and culturally responsive practices to plan for early childhood, education, and services. [FCS.EEC.1.B](#)

Beginning (b)

- 1 Identify child development theorists. [FCS.EEC.1.B.B.1](#)
- 2 Explain the purpose of assessment in education and early childhood. [FCS.EEC.1.B.B.2](#)
- 3 Differentiate between objective and subjective assessment tools. [FCS.EEC.1.B.B.3](#)
- 4 Contrast developmental sequence and rate of development. [FCS.EEC.1.B.B.4](#)
- 5 Describe strategies that promote growth and development in children, youth, and adults. [FCS.EEC.1.B.B.5](#)

Intermediate (i)

- 1 Recognize elements of child development theory in current educational settings. [FCS.EEC.1.B.I.1](#)
- 2 Discuss factors that contribute to quality assessment in education and early childhood. [FCS.EEC.1.B.I.2](#)
- 3 Analyze data using an objective lens, and identify personal factors that may create bias. [FCS.EEC.1.B.I.3](#)
- 4 Identify differentiation strategies to accommodate learners of varying developmental stages. [FCS.EEC.1.B.I.4](#)
- 5 Use strategies that promote growth and development when working with children, youth, and adults. [FCS.EEC.1.B.I.5](#)

Advanced (a)

- 1 Analyze child development theories and their implications for educational and childcare practices. [FCS.EEC.1.B.A.1](#)
- 2 Explore assessment tools and methods to observe and interpret children's growth and development, and apply to assess growth and development across the lifespan. [FCS.EEC.1.B.A.2](#)
- 3 Analyze cultural and environmental influences when assessing development of children, youth, and adults. [FCS.EEC.1.B.A.3](#)
- 4 Address specific developmental needs of children, youth, and adults based on assessment of their abilities. [FCS.EEC.1.B.A.4](#)
- 5 Analyze strategies that promote growth and development of children, youth, and adults. [FCS.EEC.1.B.A.5](#)

C Demonstrate integration of curriculum and instruction to meet developmental needs and interests of children, youth, and adults, considering gender, ethnicity, geographical, cultural, and global influences. [FCS.EEC.1.C](#)

Beginning (b)

- 1 Identify and describe various curricular and instructional models. [FCS.EEC.1.C.B.1](#)
- 2 Describe differentiated instruction. [FCS.EEC.1.C.B.2](#)
- 3 Summarize various teaching methods used in educational environments. [FCS.EEC.1.C.B.3](#)
- 4 Summarize qualities of optimal learning environments. [FCS.EEC.1.C.B.4](#)
- 5 Identify effective strategies for learning activities, routines, and transitions. [FCS.EEC.1.C.B.5](#)

Intermediate (i)

- 1 Compare and contrast various curricular and instructional models. [FCS.EEC.1.C.I.1](#)
- 2 Develop learning activities using differentiated instruction. [FCS.EEC.1.C.I.2](#)
- 3 Construct educational plans that use a variety of teaching methods. [FCS.EEC.1.C.I.3](#)
- 4 Analyze various classroom environments to determine the opportunity for learners' exploration, discovery, development, and reflection. [FCS.EEC.1.C.I.4](#)
- 5 Justify the use of effective learning, routine, and transition strategies in educational settings. [FCS.EEC.1.C.I.5](#)

Advanced (a)

- 1 Analyze a variety of curricular and instructional models. [FCS.EEC.1.C.A.1](#)
- 2 Implement learning activities in all curriculum areas that meet the developmental needs of learners. [FCS.EEC.1.C.A.2](#)
- 3 Demonstrate a variety of teaching methods to meet individual needs of learners. [FCS.EEC.1.C.A.3](#)
- 4 Arrange the classroom environment to provide for learners' exploration, discovery, development, and reflection through multiple methods, including learning centers. [FCS.EEC.1.C.A.4](#)
- 5 Establish effective activities, routines, and transitions for various age groups. [FCS.EEC.1.C.A.5](#)

D Demonstrate a safe and healthy learning environment for children, youth, and adults. [FCS.EEC.1.D](#)

Beginning (b)

- 1 Describe risks to learner health and safety in educational environments. [FCS.EEC.1.D.B.1](#)
- 2 Investigate effective strategies to encourage learner health, safety, and sanitation habits. [FCS.EEC.1.D.B.2](#)
- 3 Identify the U.S. Department of Agriculture (USDA) nutrition standards. [FCS.EEC.1.D.B.3](#)
- 4 Summarize the various types and symptoms of abuse. [FCS.EEC.1.D.B.4](#)
- 5 Describe potential health and safety risks in various educational environments. [FCS.EEC.1.D.B.5](#)
- 6 Identify practices and procedures in educational settings that promote health and wellbeing of workers and learners. [FCS.EEC.1.D.B.6](#)
- 7 Describe potential safety and security risks in various educational settings. [FCS.EEC.1.D.B.7](#)

Intermediate (i)

- 1 Summarize health and safety practices in accordance with local, state, and federal regulations. **FCS.EEC.1.D.I.1**
- 2 Identify the developmental appropriateness of various health, safety, and sanitation concepts for learners of all ages. **FCS.EEC.1.D.I.2**
- 3 Describe the impact of USDA nutrition standards on education programs. **FCS.EEC.1.D.I.3**
- 4 Examine the role of education professionals in recognizing, documenting, and reporting suspected abuse and neglect. **FCS.EEC.1.D.I.4**
- 5 Identify the local, state, and federal guidelines that relate to maintaining learning environments. **FCS.EEC.1.D.I.5**
- 6 Describe the local, state, and federal guidelines that relate to health and injury prevention practices for workers and learners in educational environments. **FCS.EEC.1.D.I.6**
- 7 Analyze security and emergency procedures for various educational settings. **FCS.EEC.1.D.I.7**

Advanced (a)

- 1 Apply safe and healthy practices that comply with local, state, and federal regulations to assure learner safety. **FCS.EEC.1.D.A.1**
- 2 Implement strategies to teach health, safety, and sanitation habits. **FCS.EEC.1.D.A.2**
- 3 Plan safe and healthy meals and snacks that meet USDA nutrition standards. **FCS.EEC.1.D.A.3**
- 4 Document symptoms of abuse and neglect and the use of appropriate procedures to report suspected abuse or neglect to designated authorities. **FCS.EEC.1.D.A.4**
- 5 Manage physical space to maintain a learning environment that is safe and healthy and encourages physical activity. **FCS.EEC.1.D.A.5**
- 6 Implement basic health practices and prevention procedures for workers and learners regarding illness, communicable diseases, accidents, and trauma. **FCS.EEC.1.D.A.6**
- 7 Demonstrate security and emergency procedures for various educational settings. **FCS.EEC.1.D.A.7**

E Demonstrate skills for building and maintaining positive collaborative relationships with children, youth, and adults in their family and community environments, considering gender, ethnicity, geographical, cultural, and global influences. **FCS.EEC.1.E**

Beginning (b)

- 1 Examine caregiving routines and guidance strategies that are developmentally appropriate and culturally inclusive. **FCS.EEC.1.E.B.1**
- 2 Investigate problemsolving strategies and decision-making processes in various educational settings. **FCS.EEC.1.E.B.2**
- 3 Describe interpersonal skills that promote positive and productive relationships. **FCS.EEC.1.E.B.3**
- 4 Identify support and resources for children, youth, adults, and families within the community. **FCS.EEC.1.E.B.4**
- 5 List milestones in various areas of development. **FCS.EEC.1.E.B.5**

Intermediate (i)

- 1 Justify the use of caregiving routines and guidance strategies for learners of differing developmental levels and cultural backgrounds. **FCS.EEC.1.E.I.1**
- 2 Employ problem-solving strategies and decision-making processes in various educational situations. **FCS.EEC.1.E.I.2**
- 3 Evaluate interpersonal skills to improve in order to establish relationships with learners. **FCS.EEC.1.E.I.3**
- 4 Describe resources in the community and how these work to meet the needs of children, youth, adults, and families. **FCS.EEC.1.E.I.4**
- 5 Document learner progress toward developmental milestones in various developmental domains. **FCS.EEC.1.E.I.5**

Advanced (a)

- 1 Apply developmentally appropriate and culturally responsive guidelines for behavior. **FCS.EEC.1.E.A.1**
- 2 Demonstrate problemsolving and decisionmaking skills when working with children, youth, and adults. **FCS.EEC.1.E.A.2**
- 3 Demonstrate interpersonal skills that promote positive and productive relationships with learners. **FCS.EEC.1.E.A.3**
- 4 Implement strategies for constructive and supportive interactions between children, youth, and adults and their families and communities. **FCS.EEC.1.E.A.4**
- 5 Analyze learners' developmental progress, and summarize developmental issues and concerns. **FCS.EEC.1.E.A.5**

F Demonstrate professional practices and standards related to working with children, youth, and adults, including diverse populations. **FCS.EEC.1.F**

Beginning (b)

- 1 Describe the knowledge, skills, and dispositions most helpful for educational professionals. [FCS.EEC.1.F.B.1](#)
- 2 Defend the need for standards, policies, regulations, and laws for programs that serve children, youth, adults, and their families. [FCS.EEC.1.F.B.2](#)
- 3 Describe the need for ethical standards of professional practice in educational programs. [FCS.EEC.1.F.B.3](#)
- 4 Describe characteristics of highly effective education professionals. [FCS.EEC.1.F.B.4](#)
- 5 Describe opportunities for entrepreneurial endeavors in education services. [FCS.EEC.1.F.B.5](#)
- 6 Explain the role and purpose of advocacy relating to various child, youth, adult, and family topics. [FCS.EEC.1.F.B.6](#)

Intermediate (i)

- 1 Determine the local, state, and federal education and training requirements for the Education and Training industry. [FCS.EEC.1.F.I.1](#)
- 2 Identify the federal, state, and local entities that establish policies, regulations, and laws affecting programs for children, youth, adults, and their families. [FCS.EEC.1.F.I.2](#)
- 3 Use professional ethical standards as a basis for professional reflection and goal-setting. [FCS.EEC.1.F.I.3](#)
- 4 Compare and contrast personal characteristics and values to those of highly effective education professionals. [FCS.EEC.1.F.I.4](#)
- 5 Describe challenges and rewards of entrepreneurial and managerial roles in education services. [FCS.EEC.1.F.I.5](#)
- 6 Identify ways educators can advocate to influence policies, agencies, and institutions for the benefit of children, youth, adults, and their families. [FCS.EEC.1.F.I.6](#)

Advanced (a)

- 1 Explore opportunities for continuing training and education. [FCS.EEC.1.F.A.1](#)
- 2 Implement federal, state, and local standards, policies, regulations, and laws that affect programs for children, youth, adults, and their families. [FCS.EEC.1.F.A.2](#)
- 3 Apply professional ethical standards as accepted by recognized professional organizations. [FCS.EEC.1.F.A.3](#)
- 4 Summarize characteristics, values, and skills of highly effective education professionals. [FCS.EEC.1.F.A.4](#)
- 5 Examine entrepreneurial and management skills to planning businesses in early childhood, education, and services. [FCS.EEC.1.F.A.5](#)
- 6 Analyze how advocacy can influence policies, agencies, and institutions for the benefit of children, youth, adults, and their families. [FCS.EEC.1.F.A.6](#)

