

***EARLY CHILDHOOD  
EDUCATION  
CURRICULUM FRAMEWORK***



This document was prepared by:

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## INTRODUCTION

The Nevada CTE Curriculum Frameworks are a resource for Nevada's public and charter schools to design, implement, and assess their CTE programs and curriculum. The content standards identified in this document are listed as a model for the development of local district programs and curriculum. They represent rigorous and relevant expectations for student performance, knowledge, and skill attainment which have been validated by industry representatives.

The intent of this document is to provide a resource to districts as they develop and implement CTE programs and curricula.

This program ensures the following thresholds are met:

- The CTE course and course sequence teaches the knowledge and skills required by industry through applied learning methodology and, where appropriate, work-based learning experiences that prepare students for careers in high-wage, high-skill and/or high-demand fields. Regional and state economic development priorities shall play an important role in determining program approval. Some courses also provide instruction focused on personal development.
- The CTE course and course sequence includes leadership and employability skills as an integral part of the curriculum.
- The CTE course and course sequence are part of a rigorous program of study and include sufficient technical challenge to meet state and/or industry-standards.

The CTE program components include the following items:

- Program of Study
- State Skill Standards
- Employability Skills for Career Readiness Standards
- Career Technical Student Organizations (CTSO)
- Curriculum Framework
- CTE Assessments:
  - Workplace Readiness Skills Assessment
  - End-of-Program Technical Assessment
- Certificate of Skill Attainment
- CTE Endorsement on a High School Diploma
- CTE College Credit

**NEVADA DEPARTMENT OF EDUCATION  
CURRICULUM FRAMEWORK FOR  
EARLY CHILDHOOD EDUCATION**

<b>PROGRAM TITLE:</b>	<b>EARLY CHILDHOOD EDUCATION</b>
<b>STATE SKILL STANDARDS:</b>	<b>EARLY CHILDHOOD EDUCATION</b>
<b>STANDARDS REFERENCE CODE:</b>	<b>ECE</b>
<b>CAREER CLUSTER:</b>	<b>EDUCATION AND TRAINING</b>
<b>CAREER PATHWAY:</b>	<b>TEACHING AND TRAINING</b>
<b>PROGRAM LENGTH:</b>	<b>3 LEVELS (L1, L2, L3C)</b>
<b>PROGRAM ASSESSMENT:</b>	<b>EARLY CHILDHOOD EDUCATION WORKPLACE READINESS SKILLS</b>
<b>CTSO:</b>	<b>FCCLA</b>
<b>GRADE LEVEL:</b>	<b>9-12</b>
<b>AVAILABLE INDUSTRY CERTIFICATIONS/LICENSES PROVIDERS:</b>	<b>CHILD DEVELOPMENT ASSOCIATE PRE-PAC EARLY CHILDHOOD EDUCATION</b>

### **PROGRAM PURPOSE**

The purpose of this program is to prepare students for postsecondary education and employment in the Early Childhood Education industry.

The program includes the following state standards:

- Nevada CTE Skill Standards: Early Childhood Education
- Employability Skills for Career Readiness
- Nevada Academic Content Standards (alignment shown in the Nevada CTE Skill Standards):
  - Science (based on the Next Generation Science Standards)
  - English Language Arts (based on the Common Core State Standards)
  - Mathematics (based on the Common Core State Standards)
- Common Career Technical Core (alignment shown in the Nevada CTE Skill Standards)

### **CAREER CLUSTERS**

The National Career Clusters™ Framework provides a vital structure for organizing and delivering quality CTE programs through learning and comprehensive programs of study (POS). In total, there are 16 Career Clusters in the National Career Clusters™ Framework, representing more than 79 Career Pathways to help students navigate their way to greater success in college and career. As an organizing tool for curriculum design and instruction, Career Clusters™ provide the essential knowledge and skills for the 16 Career Clusters™ and their Career Pathways.\*

\*Cite: National Association of State Directors of Career Technical Education Consortium. (2012). Retrieved from <http://www.careertech.org/career-clusters/glance/careerclusters.html>

**PROGRAM OF STUDY**

The program of study illustrates the sequence of academic and career and technical education coursework that is necessary for the student to successfully transition into postsecondary educational opportunities and employment in their chosen career path. (NAC 389.803)

**PROGRAM STRUCTURE**

The recommended course sequencing provided in this section serves as a guide to schools for their programs of study. Each course is listed in the order in which it should be taught and has a designated level. Complete program sequences are essential for the successful delivery of all state standards in each program area.

<b>EARLY CHILDHOOD EDUCATION</b> <b>Core Course Sequence</b>	
<b>COURSE NAME</b>	<b>LEVEL</b>
Early Childhood Education I	L1
Early Childhood Education II	L2
Early Childhood Education III	L3C
Early Childhood Education Advanced Studies	AS

The core course sequencing with the complementary courses provided in the following table serves as a guide to schools for their programs of study. Each course is listed in the order in which it should be taught and has a designated level. A program does not have to utilize all of the complementary courses in order for their students to complete their program of study. Complete program sequences are essential for the successful delivery of all state standards in each program area.

<b>EARLY CHILDHOOD EDUCATION</b> <b>Core Course Sequence with Complementary Courses</b>	
<b>COURSE NAME</b>	<b>LEVEL</b>
Early Childhood Education I	L1
Early Childhood Education II	L2
Early Childhood Education II LAB*	L2L
Early Childhood Education III	L3C
Early Childhood Education III LAB*	L3L
Early Childhood Education Advanced Studies*	AS
Human Development I*	L1

\* Complementary Courses

**STATE SKILL STANDARDS**

The state skill standards are designed to clearly state what the student should know and be able to do upon completion of an advanced high school career and technical education (CTE) program. The standards are designed for the student to complete all standards through their completion of a program of study. The standards are designed to prepare the student for the end-of-program technical assessment directly aligned to the standards. (Paragraph (a) of Subsection 1 of NAC 389.800)

**EMPLOYABILITY SKILLS FOR CAREER READINESS STANDARDS**

Employability skills, often referred to as “soft skills”, have for many years been a recognizable component of the standards and curriculum in career and technical education programs. The twenty-one standards are organized into three areas: (1) Personal Qualities and People Skills; (2) Professional Knowledge and Skills; and (3) Technology Knowledge and Skills. The standards are designed to ensure students graduate high school properly prepared with skills employers prioritize as the most important. Instruction on all twenty-one standards must be part of each course of the CTE program. (Paragraph (d) of Subsection 1 of NAC 389.800)

**CURRICULUM FRAMEWORK**

The Nevada CTE Curriculum Frameworks are organized utilizing the recommended course sequencing listed in the Program of Study and the CTE Course Catalog. The framework identifies the recommended content standards, performance standards, and performance indicators that should be taught in each course.

**CAREER AND TECHNICAL STUDENT ORGANIZATIONS (CTSOS)**

To further the development of leadership and technical skills, students must have opportunities to participate in one or more of the Career and Technical Student Organizations (CTSOS). CTSOs develop character, citizenship, and the technical, leadership and teamwork skills essential for the workforce and their further education. Their activities are considered a part of the instructional day when they are directly related to the competencies and objectives in the course. (Paragraph (a) of Subsection 3 of NAC 389.800)

**WORKPLACE READINESS SKILLS ASSESSMENT**

The Workplace Readiness Skills Assessment has been developed to align with the Nevada CTE Employability Skills for Career Readiness Standards. This assessment provides a measurement of student employability skills attainment. Students who complete a program will be assessed on their skill attainment during the completion level course. Completion level courses are identified by the letter “C”. (e.g., Level = L3C) (Paragraph (d) of Subsection 1 of NAC 389.800)

**END-OF-PROGRAM TECHNICAL ASSESSMENT**

An end-of-program technical assessment has been developed to align with the Nevada CTE Skill Standards for this program. This assessment provides a measurement of student technical skill attainment. Students who complete a program will be assessed on their skill attainment during the completion level course. Completion level courses are identified by the letter “C”. (e.g., Level = L3C) (Paragraph (e) of Subsection 1 of NAC 389.800)

**CERTIFICATE OF SKILL ATTAINMENT**

Each student who completes a course of study must be awarded a certificate which states that they have attained specific skills in the industry being studied and meets the following criteria: A student must maintain a 3.0 grade point average in their approved course of study, pass the Workplace Readiness Skills Assessment, and pass the end-of-program technical assessment. (Subsection 4 of NAC 389.800)

**CTE ENDORSEMENT ON A HIGH SCHOOL DIPLOMA**

A student qualifies for a CTE endorsement on their high school diploma after successfully completing the following criteria: 1) successful completion of a CTE course of study in a program area, 2) successful completion of academic requirements governing receipt of a standard diploma, and 3) meet all requirements for the issuance of the Certificate of Skill Attainment. (NAC 389.815)

**CTE COLLEGE CREDIT**

CTE College Credit is awarded to students based on articulation agreements established by each college for the CTE program, where the colleges will determine the credit value of a full high school CTE program based on course alignment. An articulation agreement will be established for each CTE program designating the number of articulated credits each college will award to students who complete the program.

CTE College Credit is awarded to students who: (1) complete the CTE course sequence with a grade-point average of 3.0 or higher; (2) pass the state end-of-program technical assessment for the program; and (3) pass the Workplace Readiness Assessment for employability skills.

Pre-existing articulation agreements will be recognized until new agreements are established according to current state policy and the criteria shown above.

Please refer to the local high school's course catalog or contact the local high school counselor for more information. (Paragraph (b) of Subsection 3 of NAC 389.800)

**ACADEMIC CREDIT FOR CTE COURSEWORK**

Career and technical education courses meet the credit requirements for high school graduation (1 unit of arts and humanities or career and technical education). Some career and technical education courses meet academic credit for high school graduation. Please refer to the local high school's course catalog or contact the local high school counselor for more information. (NAC 389.672)

**CORE COURSE:  
RECOMMENDED STUDENT PERFORMANCE STANDARDS**

<b>COURSE TITLE:</b>	<b>Early Childhood Education I</b>
<b>ABBR. NAME:</b>	<b>EARLY CHILD I</b>
<b>CREDITS:</b>	<b>1</b>
<b>LEVEL:</b>	<b>L1</b>
<b>CIP CODE:</b>	<b>13.1210</b>
<b>PREREQUISITE:</b>	<b>None</b>
<b>CTSO:</b>	<b>FCCLA</b>
<b>COURSE DESCRIPTION</b>	
<p>This course provides students with an introduction to the principles of early childhood education. This course addresses child development, care, teaching and learning, so that students can guide the development of young children in an educational setting. Study typically includes planning and implementing developmentally appropriate activities, basic health and safety practices, and legal requirements for teaching young children. The appropriate use of technology and industry-standard equipment is an integral part of this course. Students will research the requirements of early childhood education careers and begin to develop a career portfolio. .</p>	

### TECHNICAL STANDARDS

#### CONTENT STANDARD 1.0 : CAREER EXPLORATION AND PROFESSIONAL PRACTICES

Performance Standard 1.1 : Explore Postsecondary Options

*Performance Indicators :* 1.1.1, 1.1.3

Performance Standard 1.2 : Explore the Profession of Early Childhood Education and Related Services

*Performance Indicators :* 1.2.1-1.2.2, 1.2.5

Performance Standard 1.4 : Engage in Continuous, Collaborative Learning to Inform Practice

*Performance Indicators :* 1.4.5

Performance Standard 1.6 : Engage in Informed Advocacy for Children and the Profession

*Performance Indicators :* 1.6.1, 1.6.3-1.6.4

#### CONTENT STANDARD 2.0 : PROMOTING CHILD DEVELOPMENT AND LEARNING

Performance Standard 2.1 : Describe the Characteristics and Needs of Young Children

*Performance Indicators :* 2.1.1-2.1.2, 2.1.4-2.1.5, 2.1.7

Performance Standard 2.2 : Examine Multiple Influences on Development and Learning

*Performance Indicators :* 2.2.3

Performance Standard 2.3 : Create Healthy, Respectful, Supportive, and Challenging Learning Environments

*Performance Indicators :* 2.3.1

#### CONTENT STANDARD 3.0 : BUILDING FAMILY AND COMMUNITY RELATIONSHIPS

Performance Standard 3.1 : Recognize Family and Community Characteristics

*Performance Indicators :* 3.1.1

Performance Standard 3.3 : Involve Families and Communities in Children's Development and Learning

*Performance Indicators :* 3.3.1

#### CONTENT STANDARD 4.0 : OBSERVATION, DOCUMENTATION, AND ASSESSMENT

Performance Standard 4.1 : Evaluate the Goals, Benefits, and Uses of Assessment

*Performance Indicators :* 4.1.1-4.1.3

Performance Standard 4.2 : Practice Responsible Observation, Documentation, and Assessment

*Performance Indicators :* 4.2.1, 4.2.3

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**CONTENT STANDARD 5.0 : TEACHING AND LEARNING**

Performance Standard 5.1 : Utilize Positive Relationships and Supportive Interactions as the Foundation for Working With Young Children

*Performance Indicators* : 5.1.1

Performance Standard 5.3 : Interpret Central Concepts, Inquiry Tools, and Structures of Content Areas or Academic Disciplines

*Performance Indicators* : 5.3.1-5.3.3

**CONTENT STANDARD 6.0 : HEALTH, NUTRITION, AND SAFETY**

Performance Standard 6.1 : Practice Sound Health Promotion and Nutrition Practices

*Performance Indicators* : 6.1.2-6.1.4

Performance Standard 6.2 : Implement a Broad Array of Safety Measures

*Performance Indicators* : 6.2.1-6.2.2, 6.2.4-6.2.6

**EMPLOYABILITY SKILLS FOR CAREER READINESS STANDARDS****CONTENT STANDARD 1.0 : DEMONSTRATE EMPLOYABILITY SKILLS FOR CAREER READINESS**

Performance Standard 1.1 : Demonstrate Personal Qualities and People Skills

*Performance Indicators* : 1.1.1-1.1.7

Performance Standard 1.2 : Demonstrate Professional Knowledge and Skills

*Performance Indicators* : 1.2.1-1.2.10

Performance Standard 1.3 : Demonstrate Technology Knowledge and Skills

*Performance Indicators* : 1.3.1-1.3.4

**ALIGNMENT TO THE NEVADA ACADEMIC CONTENT STANDARDS\***

**English Language Arts:** Reading Standards for Literacy in Science and Technical Subjects

**Science:** Life Science

\* Refer to the Early Childhood Education Standards for alignment by performance indicator

**CORE COURSE:  
RECOMMENDED STUDENT PERFORMANCE STANDARDS**

<b>COURSE TITLE:</b>	<b>Early Childhood Education II</b>
<b>ABBR. NAME:</b>	<b>EARLY CHILD II</b>
<b>CREDITS:</b>	<b>1</b>
<b>LEVEL:</b>	<b>L2</b>
<b>CIP CODE:</b>	<b>13.1210</b>
<b>PREREQUISITE:</b>	<b>Early Childhood Education I</b>
<b>CTSO:</b>	<b>FCCLA</b>
<b>COURSE DESCRIPTION</b>	
<p>This course is a continuation of Early Childhood Education I. This course prepares intermediate early childhood education students to guide the development of young children in an educational setting through classroom and job shadowing experiences. Course content includes child development, care, and education issues. Project-based learning experiences include planning and implementing developmentally appropriate activities, basic health and safety practices, and legal requirements of teaching young children. Students will research the requirements of early childhood education careers and develop/expand their career portfolio. The appropriate use of technology and industry-standard equipment is an integral part of this course.</p>	

### TECHNICAL STANDARDS

#### CONTENT STANDARD 1.0 : CAREER EXPLORATION AND PROFESSIONAL PRACTICES

Performance Standard 1.1 : Explore Postsecondary Options

*Performance Indicators :* 1.1.2

Performance Standard 1.2 : Explore the Profession of Early Childhood Education and Related Services

*Performance Indicators :* 1.2.3-1.2.4

Performance Standard 1.3 : Adhere to Ethical Standards and Professional Guidelines

*Performance Indicators :* 1.3.1-1.3.3

Performance Standard 1.4 : Engage in Continuous, Collaborative Learning to Inform Practice

*Performance Indicators :* 1.4.1-1.4.3

Performance Standard 1.5 : Integrate Knowledge, Reflection, and Critical Analysis Regarding Early Education Practices

*Performance Indicators :* 1.5.1-1.5.3

#### CONTENT STANDARD 2.0 : PROMOTING CHILD DEVELOPMENT AND LEARNING

Performance Standard 2.1 : Describe the Characteristics and Needs of Young Children

*Performance Indicators :* 2.1.3, 2.1.6

Performance Standard 2.2 : Examine Multiple Influences on Development and Learning

*Performance Indicators :* 2.2.1-2.2.2

Performance Standard 2.3 : Create Healthy, Respectful, Supportive, and Challenging Learning Environments

*Performance Indicators :* 2.3.2-2.3.3

#### CONTENT STANDARD 3.0 : BUILDING FAMILY AND COMMUNITY RELATIONSHIPS

Performance Standard 3.1 : Recognize Family and Community Characteristics

*Performance Indicators :* 3.1.2

Performance Standard 3.2 : Support and Empower Families and Communities Through Respectful, Reciprocal Relationships

*Performance Indicators :* 3.2.1-3.2.3

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Performance Standard 3.3 : Involve Families and Communities in Children’s Development and Learning

*Performance Indicators* : 3.3.2-3.3.3

**CONTENT STANDARD 4.0 : OBSERVATION, DOCUMENTATION, AND ASSESSMENT**

Performance Standard 4.1 : Evaluate the Goals, Benefits, and Uses of Assessment

*Performance Indicators* : 4.1.4-4.1.5, 4.1.7-4.1.8

Performance Standard 4.2 : Practice Responsible Observation, Documentation, and Assessment

*Performance Indicators* : 4.2.2, 4.2.4-4.2.5

Performance Standard 4.3 : Support Partnerships With Families and Other Professionals

*Performance Indicators* : 4.3.1, 4.3.3

**CONTENT STANDARD 5.0 : TEACHING AND LEARNING**

Performance Standard 5.1 : Utilize Positive Relationships and Supportive Interactions as the Foundation for Working With Young Children

*Performance Indicators* : 5.1.2-5.1.3

Performance Standard 5.2 : Formulate Effective Approaches, Strategies, and Tools for Early Education

*Performance Indicators* : 5.2.1-5.2.5

Performance Standard 5.3 : Interpret Central Concepts, Inquiry Tools, and Structures of Content Areas or Academic Disciplines

*Performance Indicators* : 5.3.5

Performance Standard 5.4 : Integrate Resources to Design, Implement, and Evaluate Meaningful, Challenging Curriculum to Promote Positive Outcomes

*Performance Indicators* : 5.4.1-5.4.5

**CONTENT STANDARD 6.0 : HEALTH, NUTRITION, AND SAFETY**

Performance Standard 6.1 : Practice Sound Health Promotion and Nutrition Practices

*Performance Indicators* : 6.1.1, 6.1.5-6.1.6

Performance Standard 6.2 : Implement a Broad Array of Safety Measures

*Performance Indicators* : 6.2.3

**EMPLOYABILITY SKILLS FOR CAREER READINESS STANDARDS**

**CONTENT STANDARD 1.0 : DEMONSTRATE EMPLOYABILITY SKILLS FOR CAREER READINESS**

Performance Standard 1.1 : Demonstrate Personal Qualities and People Skills

*Performance Indicators* : 1.1.1-1.1.7

Performance Standard 1.2 : Demonstrate Professional Knowledge and Skills

*Performance Indicators* : 1.2.1-1.2.10

Performance Standard 1.3 : Demonstrate Technology Knowledge and Skills

*Performance Indicators* : 1.3.1-1.3.4

**ALIGNMENT TO THE NEVADA ACADEMIC CONTENT STANDARDS\***

**English Language Arts:** Reading Standards for Literacy in Science and Technical Subjects

**Mathematics:** Mathematical Practices

**Science:** Nature of Science

\* Refer to the Early Childhood Education Standards for alignment by performance indicator

**CORE COURSE:  
RECOMMENDED STUDENT PERFORMANCE STANDARDS**

<b>COURSE TITLE:</b>	<b>Early Childhood Education III</b>
<b>ABBR. NAME:</b>	<b>EARLY CHILD III</b>
<b>CREDITS:</b>	<b>1</b>
<b>LEVEL:</b>	<b>L3C</b>
<b>CIP CODE:</b>	<b>13.1210</b>
<b>PREREQUISITE:</b>	<b>Early Childhood Education II</b>
<b>CTSO:</b>	<b>FCCLA</b>

**COURSE DESCRIPTION**

This course is a continuation of Early Childhood Education II. This course provides advanced early childhood education students with instruction in advanced techniques and processes. Students will continue to develop all skills learned in Early Childhood Education I and II. The appropriate use of technology and industry-standard equipment is an integral part of this course. Upon successful completion of this course, students will have acquired entry-level skills for employment and be prepared for postsecondary education.

**TECHNICAL STANDARDS****CONTENT STANDARD 1.0 : CAREER EXPLORATION AND PROFESSIONAL PRACTICES**

Performance Standard 1.1 : Explore Postsecondary Options

*Performance Indicators* : 1.1.4-1.1.6

Performance Standard 1.4 : Engage in Continuous, Collaborative Learning to Inform Practice

*Performance Indicators* : 1.4.4

Performance Standard 1.6 : Engage in Informed Advocacy for Children and the Profession

*Performance Indicators* : 1.6.2

**CONTENT STANDARD 3.0 : BUILDING FAMILY AND COMMUNITY RELATIONSHIPS**

Performance Standard 3.1 : Recognize Family and Community Characteristics

*Performance Indicators* : 3.1.3

Performance Standard 3.2 : Support and Empower Families and Communities Through Respectful, Reciprocal Relationships

*Performance Indicators* : 3.2.4

**CONTENT STANDARD 4.0 : OBSERVATION, DOCUMENTATION, AND ASSESSMENT**

Performance Standard 4.1 : Evaluate the Goals, Benefits, and Uses of Assessment

*Performance Indicators* : 4.1.6

Performance Standard 4.3 : Support Partnerships With Families and Other Professionals

*Performance Indicators* : 4.3.2

**CONTENT STANDARD 5.0 : TEACHING AND LEARNING**

Performance Standard 5.3 : Interpret Central Concepts, Inquiry Tools, and Structures of Content Areas or Academic Disciplines

*Performance Indicators* : 5.3.4, 5.3.6

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**EMPLOYABILITY SKILLS FOR CAREER READINESS STANDARDS****CONTENT STANDARD 1.0 : DEMONSTRATE EMPLOYABILITY SKILLS FOR CAREER READINESS**

Performance Standard 1.1 : Demonstrate Personal Qualities and People Skills

*Performance Indicators* : 1.1.1-1.1.7

Performance Standard 1.2 : Demonstrate Professional Knowledge and Skills

*Performance Indicators* : 1.2.1-1.2.10

Performance Standard 1.3 : Demonstrate Technology Knowledge and Skills

*Performance Indicators* : 1.3.1-1.3.4

**ALIGNMENT TO THE NEVADA ACADEMIC CONTENT STANDARDS\***

**English Language Arts:** Reading Standards for Literacy in Science and Technical Subjects

**Mathematics:** Mathematical Practices

**Science:** Life Science, Nature or Science

\* Refer to the Early Childhood Education Standards for alignment by performance indicator

**COMPLEMENTARY COURSE(S):**

Programs that utilize the complementary courses can include the following courses. The Advanced Studies course allows for additional study through investigation and in-depth research.

<b>COURSE TITLE:</b>	<b>Early Childhood Education Advanced Studies</b>
<b>ABBR. NAME:</b>	<b>EARLY CHILD AS</b>
<b>CREDITS:</b>	<b>1</b>
<b>LEVEL:</b>	<b>AS</b>
<b>CIP CODE:</b>	<b>13.1210</b>
<b>PREREQUISITE:</b>	<b>Early Childhood Education III</b>
<b>CTSO:</b>	<b>FCCLA</b>

**COURSE DESCRIPTION**

This course is offered to students who have achieved all content standards in a program whose desire is to pursue advanced study through investigation and in-depth research. Students are expected to work independently or in a team and consult with their supervising teacher for guidance. The supervising teacher will give directions, monitor, and evaluate the students' topic of study. Coursework may include various work-based learning experiences such as internships and job shadowing, involvement in a school-based enterprise, completion of a capstone project, and/or portfolio development. This course may be repeated for additional instruction and credit.

**TECHNICAL STANDARDS**

Students have achieved all program content standards and will pursue advanced study through investigation and in-depth research.

**EMPLOYABILITY SKILLS FOR CAREER READINESS STANDARDS**

Students have achieved all program content standards and will pursue advanced study through investigation and in-depth research.

**SAMPLE TOPICS**

- Certification Preparation
- Entrepreneurship – create a business plan
- Internship
- Participation in FCCLA
- Participation in a Professional Organization
- Portfolio Development
- Service Learning

**COMPLEMENTARY COURSE(S):**

Programs that utilize the complementary courses can include the following courses. The lab courses allow additional time to be utilized in developing the processes, concepts, and principles as described in the classroom instruction. The standards and performance indicators for each lab course are shown in the corresponding course listed in the previous section.

<b>COURSE TITLE:</b>	<b>Early Childhood Education II LAB</b>
<b>ABBR. NAME:</b>	<b>EARLY CHILD II L</b>
<b>CREDITS:</b>	<b>1</b>
<b>LEVEL:</b>	<b>L2L</b>
<b>CIP CODE:</b>	<b>13.1210</b>
<b>PREREQUISITE:</b>	<b>Concurrent enrollment in Early Childhood Education II</b>
<b>CTSO:</b>	<b>FCCLA</b>
<b>COURSE DESCRIPTION</b>	
<p>This course is designed to expand the students' opportunities for applied learning. This course provides an in-depth lab experience that applies the processes, concepts, and principles as described in the classroom instruction. The coursework will encourage students to explore and develop advanced skills in their program area. The appropriate use of technology and industry-standard equipment is an integral part of this course.</p>	

<b>COURSE TITLE:</b>	<b>Early Childhood Education III LAB</b>
<b>ABBR. NAME:</b>	<b>EARLY CHILD III L</b>
<b>CREDITS:</b>	<b>1</b>
<b>LEVEL:</b>	<b>L3L</b>
<b>CIP CODE:</b>	<b>13.1210</b>
<b>PREREQUISITE:</b>	<b>Concurrent enrollment in Early Childhood Education III</b>
<b>CTSO:</b>	<b>FCCLA</b>
<b>COURSE DESCRIPTION</b>	
<p>This course is designed to expand the students' opportunities for applied learning. This course provides an in-depth lab experience that applies the processes, concepts, and principles as described in the classroom instruction. The coursework will encourage students to explore and develop advanced skills in their program area. The appropriate use of technology and industry-standard equipment is an integral part of this course.</p>	

COMPLEMENTARY COURSES CONTINUED ON NEXT PAGE

**COMPLEMENTARY COURSE(S):**

<b>COURSE TITLE:</b>	<b>Human Development I</b>
<b>ABBR. NAME:</b>	<b>HUMAN DEVELOP I</b>
<b>CREDITS:</b>	<b>1</b>
<b>LEVEL:</b>	<b>L1</b>
<b>CIP CODE:</b>	<b>19.0701</b>
<b>PREREQUISITE:</b>	<b>None</b>
<b>CTSO:</b>	<b>FCCLA</b>
<b>COURSE DESCRIPTION</b> This course introduces the topic of Human Development. Areas of study include the stages of human growth and development throughout the lifespan with a focus on conception through childhood. Topics include developmental stages and influences on physical, intellectual, social and emotional growth.	