

Colorado CTE Course – Scope and Sequence

Course Name	ECE 1011		Course Details	Total class time 2880 minutes	
			Course = 0.50 Carnegie Unit Credit		
Course Description	This introduction to Early Childhood Education course is designed to provide the skills needed to secure employment as a teaching assistant in a childcare center, preschool, or elementary school. Focus is on ages birth to eight. Students enrolled in the program receive training in the classroom setting and in a licensed child care facility. Included are the eight key areas of professional knowledge: ● Child Growth and Development; ● Health, Nutrition and Safety; ● Developmentally Appropriate Practices; ● Guidance; ● Family and Community Relationships; ● Diversity; ● Professionalism; ● Administration and Supervision				
Note:	This is a suggested scope and sequence for the course content. The content will work with any textbook or instructional resource. If locally adapted, make sure all essential knowledge and skills are covered.				
SCED Identification #		Schedule calculation based on 60 calendar days of a 90-day semester. Scope and sequence allows for additional time for guest speakers, student presentations, field trips, remediation, or other content topics.			
All courses taught in an approved CTE program must include Essential Skills embedded into the course content. The Essential Skills Framework for this course can be found at https://www.cde.state.co.us/standardsandinstruction/essentialskills The technical standards for Family and Consumer Sciences are found on the National Administrators for Family and Consumer Sciences website at LEADFCS NATIONAL STANDARDS AND COMPETENCIES					
Instructional Unit Topic (Colorado Common Course Numbering System Topical Outline)	Suggested Length of Instruction	CTE or Academic Standard Alignment (NAEYC Standards for Initial Early Childhood Professional Preparation)	Competency / Performance Indicator (Colorado Common Course Numbering System Standard Competencies)	Outcome / Measurement (subject to individual program/instructor)	CTSO Integration (FCCLA STAR Events and National Programs)

I. Evidence-based practice: a. Identify research b. Observation and collection of evidence	217 min	Standard 1. Promoting Child Development and Learning Standard 3. Observing, Documenting, and Assessing to Support Young Children and Families	1.Demonstrate an understanding of professionalism in Early Childhood Education including: -following the NAEYC Code of Ethical Conduct; -demonstrating oral and written communication skills; working collaboratively as a team; -exploring career options	Explain the benefits of high quality Early Childhood Education Describe types of observations methods Outline evidence based practice and curriculum	Career Investigation Early Childhood Education Teach and Train
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II. History and theories in early childhood education a. History b. Theories and theorists	217 min	Standard 1. Promoting Child Development and Learning 1.b: knowing and understanding the multiple influences on early development and learning Standard 6. Professionalism as an Early Childhood Educator	1.Demonstrate an understanding of professionalism in Early Childhood Education including: -following the NAEYC Code of Ethical Conduct; -demonstrating oral and written communication skills; -working collaboratively as a team; -exploring career options	Explain why professional educators need to know the history of early childhood education Describe how theory impacts current teaching practices Identify and summarize the major theories/theorists and their influence in early childhood education Identify the basic beliefs essential for high quality programs	Teach and Train Early Childhood Education Technology in Education Toys that Teach Focus on Children
III. Developmental domains and milestones, birth through 8 years a. Physical b. Cognitive c. Social d. Emotional e. Language		Standard 1. Promoting Child Development and Learning: 1a. Knowing and understanding young children's characteristics and needs, from birth through age 8 1c. Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments for growing children Standard 4. Using developmentally effective approaches	2. Identify developmental milestones for children ages birth through 8 years in each developmental domain: Physical Cognitive Social Emotional Language	Explain the characteristics of infants & toddlers and how you can support their physical, motor, social, emotional, cognitive, and language development Explain the characteristics of preschoolers and how you can support their physical, motor, social, emotional, cognitive, and language development Explain the characteristics of school age children and how you can support their physical, motor, social, emotional, cognitive, and language development	Teach and Train Early Childhood Education Toys that Teach Focus on Children

		Standard 5. Using content knowledge to build meaningful curriculum			
IV. Developmentally appropriate practice a. Key Components i. Creating a caring community of learners ii. Teaching to enhance development and learning iii. Planning appropriate curriculum iv. Assessing children's development and learning v. Developing reciprocal relationships with families vi. Culturally appropriate b. Practical Application i. Play ii. Adult/child interaction iii. Environment iv. Curriculum Planning	217 min	Standard 1. Promoting Child Development and Learning: Standard 2. Building Family and Community Relationships Standard 3. Observing, Documenting, and Assessing to Support Young Children and Families Standard 4. Using Developmentally Effective Approaches Standard 5. Using Content Knowledge to Build Meaningful Curriculum	4. Define developmentally and culturally appropriate practices for programs serving young children 6. Identify strategies for building relationships with families and the local community 10. Practice child observation skills used in early childhood program settings, including direct and indirect observation, and objective documentation 11. Identify links between observation and assessments to create individualized learning goals	Describe developmentally appropriate practice curriculum for birth through age 8 children Identify the types of child care and describe how they can serve children and families List the characteristics of quality education and care Describe the basic features of program models such as High Scope, Montessori, and Reggio Emilia Explain the services that Head Start and Early Head Start provide for low-income families and the importance of working with different learning modalities Describe the similarities and differences between the Project Approach and Creative Curriculum Describe how to prepare an enriched environment that supports children's development, and identify the components of developmentally appropriate curriculum for children birth through age 8 Describe the types of play children will engage in, and explain how to support birth-age 8 in play	Teach and Train Early Childhood Education Toys that Teach Focus on Children

v. Observation and assessment					
V. Curriculum models in early childhood education		Standard 5. Using Content Knowledge to Build Meaningful Curriculum	8. Identify appropriate guidance techniques and classroom management strategies 10. Practice child observation skills used in early childhood program settings, including direct and indirect observation, and objective documentation 11. Identify links between observation and assessments to create individualized learning goals.	Describe the basic features of program models such as High Scope, Montessori, and Reggio Emilia Explain the services that Head Start and Early Head Start provide for low-income families and the importance of working with different learning modalities Describe the similarities and differences between the Project Approach and Creative Curriculum Describe the essential curriculum areas and instructional practices used in grades K-3	Teach and Train Early Childhood Education Toys that Teach Focus on Children
VI. Health, safety and nutrition a. Best Practices b. Regulatory Compliance	102 min 103 mi	Standard 1. Promoting Child Development and Learning in Context Standard 2. Building Family and Community Partnerships Standard 5. Using Content Knowledge in Early Childhood Curriculum to Build Meaningful Curriculum Standard 6. Becoming a Professional	3. Describe best practices for health, safety, and nutrition for young children and apply state regulatory requirements 9. Demonstrate basic knowledge of national, state, and local regulatory agencies and quality initiatives	Explain the rules and regulations for health and sanitation of Child Care Centers Describe the importance for implementing all rules and regulations in centers Explain the impact of teachers and families on young children's eating habits Describe influencing factors on nutritional choices	Teach and Train Early Childhood Education Toys that Teach Focus on Children

VII. Guidance strategies a. Building caring relationships with children and families b. Direct guidance strategies c. Indirect guidance strategies	262 min	Standard 1. Promoting Child Development and Learning Standard 3. Observing, Documenting, and Assessing to Support Young Children Standard 4. Using Developmentally Effective Approaches	8. Identify appropriate guidance techniques and classroom management strategies 6. Identify strategies for building relationships with families and the local community	Define guidance, and explain what it is important for you to know how to guide children's behavior Explain the key foundational practices of guiding behavior in a community of learners	Teach and Train Early Childhood Education Toys that Teach Focus on Children
VII. Family and community relationships a. Collaboration i. Family as child's first teacher ii. Partnerships iii. Communication b. Sharing credible resources	217 min	Standard 2. Building Family and Community Relationships Standard 3. Observing, Documenting, and Assessing to Support Young Children Standard 4. Using Developmentally Effective Approaches	6. Identify strategies for building relationships with families and the local community 12. Identify the importance of communicating observation and assessment information to families in a sensitive manner	Explain contemporary views of parent and family involvement Describe how you and other early childhood professional can involve diverse parents and families	Digital stories for change Focus on Children
IX. Diversity and cultural competence a. Categories b. Culturally sensitive care i. Foundations ii. Socialization process iii. Bias	217 min	Standard 1. Promoting Child Development and Learning Standard 2. Building Family and Community Relationships Standard 4. Using Developmentally Effective Approaches	5. Explain basic early childhood and early childhood special education terminology 7. Explore bias-free attitudes and practices for supporting diversity and inclusion in early childhood programs	Describe the important features of the IDEA act and explain why it is important Describe who children with disabilities are, and explain how you can teach them Define ELs and describe how you can teach them Define multiculturalism and describe how you teach	Teach and train Early childhood education

				children with diverse backgrounds	
X. Inclusion a. Attitudes and biases b. Diversity of needs i. Disabilities ii. Cultural and ethnic iii. Language iv. Social and Emotional		Standard 1. Promoting Child Development and Learning Standard 2. Building Family and Community Relationships Standard 4. Using Developmentally Effective Approaches	5. Explain basic early childhood and early childhood special education terminology 7. Explore bias-free attitudes and practices for supporting diversity and inclusion in early childhood programs	Describe the important features of the IDEA act and explain why it is important Describe who children with disabilities are, and explain how you can teach them Define ELs and describe how you can teach them Define multiculturalism and describe how you teach children with diverse backgrounds	Teach and train Early childhood education
XI. National, state, and local regulatory agencies and quality initiatives in ECE	102 min	Standard 1. Promoting Child Development and Learning Standard 2. Building Family and Community Relationships Standard 3. Observing, Documentating, and Assessing to support Young Children and Families Standard 4. Using Developmentally Effective Approaches Standard 5. Using Content Knowledge to Build Meaningful Curriculum Standard 6. Becoming a Professional	9. Demonstrate basic knowledge of national, state and local regulatory agencies and quality initiatives	Identify current issues affecting early childhood education Describe how issues will impact students, teachers and parents Explain how to access standards for children birth to 8	Digital stories for change Focus on Children
XII. Professionalism a. Careers	180 min	Standard 1. Promoting Child Development and Learning	1. Demonstrate an understanding of professionalism in Early	Explore professional organizations.	Career Exploration

i. Career Options		Standard 6. Becoming a Professional	Childhood Education including:	Self-assessments related to the teaching career	Teach and Train
ii. Professional Organizations			-following the NAEYC Code of Ethical Conduct;	Define Advocacy and list ways to promote ECE	Early Childhood Education
b. Ethics and Codes of Conduct			-demonstrating oral and written communication skills;		Advocacy
c. Written and Oral Communication Skills			-working collaboratively as a team;		
d. Team Processes			-exploring career options		
e. Advocacy					
i. Definition			9. Demonstrate basic knowledge of national, state and local regulatory agencies and quality initiatives		
ii. Current Issues					

Academic Standards Alignment

Colorado CTE courses are required to integrate academic and essential skills into course content. The following academic standards have been identified as aligned to this course and should be integrated throughout instruction.

[CO CTE Academic Standards Resources](#) (Rubrics, integration strategies, etc)

[CDE Colorado Academic Standards Online](#) (Online standards lookup tool)

Reading, Writing, & Communicating

Standard 1: Oral Expression and Listening

- **Prepared Graduate 1:** Collaborate effectively as group members or leaders who listen actively and respectfully; pose thoughtful questions, acknowledge the ideas of others; and contribute ideas to further the group's attainment of an objective.
- **Prepared Graduate 2:** Deliver effective oral presentations for varied audiences and varied purposes.

Standard 2: Reading for All Purposes

- **Prepared Graduate 4:** Read a wide range of informational texts to build knowledge and to better understand the human experience.
- **Prepared Graduate 5:** Understand how language functions in different contexts, command a variety of word-learning strategies to assist comprehension, and make effective choices for meaning or style when writing and speaking.

Standard 3: Writing and Composition

- **Prepared Graduate 9:** Demonstrate mastery of their own writing process with clear, coherent, and error-free polished products.

Standard 4: Research Inquiry and Design

- **Prepared Graduate 10:** Gather information from a variety of sources; analyze and evaluate its quality and relevance; and use it ethically to answer complex questions.

Note: Mathematics and Science standards will be added in the future. Visit the [Colorado Academic Standards](#) page for the most current version.