Career and Technical Education Course Blueprint

Family and Consumer Sciences Education

7112
Early Childhood Education II

CTE Course Blueprint

A CTE Course Blueprint lays out the framework of the curriculum for a given course.

The CTE Course Blueprint includes units of instruction, competencies in each unit, and the specific objectives for each competency. The CTE Course Blueprint illustrates the relative weight of the units, competencies, and objectives within the course. Each competency and objective reflects the intended level of learning through two dimensions that reflect the Revised Bloom's Taxonomy (RBT). The Knowledge Dimension is represented with letters A-D, and the Cognitive Process Dimension is represented by numbers 1-6.

The CTE Course Blueprint should be used by teachers to plan the course of work for the year, prepare daily lesson plans, and construct instructionally valid interim assessments. Statewide assessments are aligned directly with the CTE Course Blueprint. This CTE Course Blueprint and other aligned curriculum products and assessments are developed using the Revised Bloom's Taxonomy.

For additional information about this blueprint, contact Career and Technical Education, North Carolina Department of Public Instruction, 6358 Mail Service Center, Raleigh, North Carolina 27699-6358.

Reference: Anderson, Lorin W. (Ed.), Krathwohl, David R. (Ed.), et al., *A Taxonomy for Learning, Teaching, and Assessing: A Revision of Bloom's Taxonomy of Educational Objectives,* Addison Wesley Longman, Inc., New York, 2001.

Interpretation of Columns on CTE Course Blueprints

No.	Heading	Column information
1	Comp# Obj.#	Comp=Competency number (two digits); Obj.=Objective number (unique course identifier plus competency number and two-digit objective number).
2	Unit Titles, Competency and Objective Statements	Statements of unit titles, competencies per unit, and specific objectives per competency. Each competency statement or specific objective begins with an action verb and makes a complete sentence when combined with the stem "The learner will be able to. . ." (The stem appears once in Column 2.) Outcome behavior in each competency/objective statement is denoted by the verb plus its object.
3	Local Use	Space for use by Local Education Agencies
4	Course Weight	Shows the relative importance of each objective, competency, and unit. Course weight is used to help determine the percentage of total class time that is spent on each objective.
5	RBT Designation	Classification of outcome behavior in competency and objective statements in Dimensions according to the Revised Bloom's Taxonomy. (Cognitive Process Dimension: 1 Remember, 2 Understand, 3 Apply, 4 Analyze, 5 Evaluate, 6 Create) (Knowledge Dimension: A Factual Knowledge, B Conceptual Knowledge, C Procedural Knowledge, D Metacognitive Knowledge)
6	Integrated Skill Area	Shows links to other academic areas. Integrated skills codes: A=Arts; E=English Language Arts; CD=Career Development; CS=Information/Computer Skills; H=Healthful Living; M=Math; SC=Science; SS=Social Studies
7	Core Supp	Designation of the competencies and objectives as Core or Supplemental. Competencies and objectives designated "Core" must be included in the Annual Planning Calendar and are assessed on the statewide assessments.

Career and Technical Education conducts all activities and procedures without regard to race, color, creed, national origin, gender, or disability. The responsibility to adhere to safety standards and best professional practices is the duty of the practitioners, teachers, students, and/or others who apply the contents of this document.

Career and Technical Student Organizations (CTSOs) are an integral part of this curriculum. CTSOs are strategies used to teach course content, develop leadership, citizenship, responsibility, and proficiencies related to workplace needs.

FAMILY AND CONSUMER SCIENCES EDUCATION
COURSE BLUEPRINT for **7112 EARLY CHILDHOOD EDUCATION II**
(Recommended hours of instruction: 270 - 360)

Comp # Obj # 1	Unit Titles/Competency and Objective Statements (The Learner will be able to:) 2	Local Use 3	Course Weight 4	RBT Designation 5	Integrated Skill Areas 6	Core Supp 7
	Total Course Weight		**100%**			
A	**PLANNING AND MANAGING PROGRAMS**		**14%**			
CU01.00	**Understand goals and strategies for planning and managing early childhood programs.**		**8%**	*B2*	**CD/E/H/SS**	**Core**
CU01.01	*Compare program goals and types of early childhood programs.*		*4%*	*B2*	*CD/E*	*Core*
CU01.02	*Exemplify strategies for forming positive relationships with parents.*		*4%*	*B2*	*CD/E/H/SS*	*Core*
CU02.00	**Understand licensing requirements and staffing strategies for early childhood programs.**		**6%**	*B2*	**CD/E/SS**	**Core**
CU02.01	*Interpret licensing requirements for early childhood programs.*		*3%*	*B2*	*CD/E/SS*	*Core*
CU02.02	*Understand strategies for staffing early childhood programs.*		*3%*	*B2*	*CD/E/SS*	*Core*
B	**DEVELOPMENTALLY APPROPRIATE PRACTICE FOR EARLY CHILDHOOD PROGRAMS**		**36%**			
CU03.00	**Analyze early childhood curricula based on developmentally appropriate practice.**		**16%**	**B4**	**A/E/M/SC/SS**	**Core**
CU03.01	*Understand developmentally appropriate practice and factors to consider for developmentally appropriate curricula.*		*5%*	*B2*	*E/M/SC/SS*	*Core*
CU03.02	*Exemplify curriculum activities that are developmentally appropriate and accommodate multiple intelligences.*		*5%*	*B2*	*A/E*	*Core*
CU03.03	*Organize a thematic curriculum that is developmentally appropriate.*		*6%*	*B4*	*A/E*	*Core*
CU04.00	**Create elements of early childhood environments based on developmentally appropriate practice.**		**20%**	**B6**	**CD/H**	**Core**
CU04.01	*Exemplify elements of developmentally appropriate environments in indoor and outdoor early childhood settings and criteria for their selection.*		*6%*	*B2*	*CD/H*	*Core*
CU04.02	*Produce an item for early childhood environments based on standards for developmental appropriateness.*		*8%*	*B6*	*CD/S*	*Core*
CU04.03	*Organize developmentally appropriate learning centers for early childhood environments.*		*6%*	*B4*	*CD/H*	*Core*

C	WORKING WITH SPECIAL GROUPS OF CHILDREN AND CHILD CARE ISSUES		34%			
CU05.00	*Apply procedures and strategies for working with special groups of children.*		*13%*	*C3*	*H/SS*	*Core*
CU05.01	*Apply procedures for infant care.*		*6%*	*C3*	*H/SS*	*Core*
CU05.02	*Understand strategies for working with children with special needs.*		*7%*	*B2*	*H/SS*	*Core*
CU06.00	*Understand strategies for handling guidance issues.*		*11%*	*B2*	*E/H/SS*	*Core*
CU06.01	*Explain causes of behavior problems in children and strategies to prevent them.*		*4%*	*B2*	*E/H/SS*	*Core*
CU06.02	*Infer response strategies for behavior problems.*		*7%*	*B2*	*E/H/SS*	*Core*
CU07.00	*Understand issues affecting the development of children.*		*10%*	*B2*	*H/SS*	*Core*
CU07.01	*Understand nutritional issues that affect development of children.*		*5%*	*B2*	*H/SS*	*Core*
CU07.02	*Infer appropriate responses to signs and symptoms of child abuse and neglect.*		*5%*	*B2*	*H/SS*	*Core*
D	CAREER DEVELOPMENT AND PROFESSIONALISM		*16%*			
CU08.00	Understand educational and personal preparation and strategies for obtaining and maintaining employment in early childhood careers.		*7%*	**B2**	**H/SS**	**Core**
CU08.01	*Exemplify strategies for continuing education, balancing roles, and managing stress.*		*3%*	*B2*	*H/SS*	*Core*
CU08.02	*Exemplify strategies for obtaining employment in early childhood careers.*		*4%*	*B2*	*SS*	*Core*
CU9.00	Evaluate written and oral presentation skills used in early childhood professional settings.		*9%*	**B5**	**CD/E**	**Core**
CU9.01	*Classify components of an early childhood professional portfolio.*		*5%*	*B2*	*CD/E*	*Core*
CU9.02	*Evaluate oral presentation skills used in early childhood professional settings.*		*4%*	*B5*	*CD/E*	*Core*