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# CW High School

## Foundations of Early Childhood Education

### 1. Introduction to and History of Early Childhood Education (14.29%)

#### Learning Targets

1.1 I can describe the influence of ancient Greeks and Romans through the renaissance and to modern history on education today as well as outline current trends in society today that increase the need for early childhood education.

Learning Target	Descriptor	Definition
4	Proficient	I can describe the influence of ancient Greeks and Romans through the renaissance and to modern history on education today as well as outline current trends in society today that increase the need for early childhood education.
3	Developing	I can list historical contributions of ancient greeks, romans, and the renaissance and describe current trends influencing childcare today.
2	Basic	I can list historical contributions as well as current trends influencing childcare today.
1	Minimal	I can list some influences on the need for childcare today.
0	No Evidence	No evidence shown.

1.2 I can specifically identify leaders in developmental learning theory and describe how each of their 8 major theories can be used in an educational environment today.

Learning Target	Descriptor	Definition
4	Proficient	I can specifically identify leaders in developmental learning theory and describe how each of their 8 major theories can be used in an educational environment today.
3	Developing	I can summarize the work of leaders in developmental learning theory and describe how the 8 major theories can be used in an educational environment today.
2	Basic	I can define developmental learning theory and summarize how different theories can be used in an educational environment today.
1	Minimal	I can define developmental learning theory.
0	No Evidence	No evidence shown.

1.3 I can describe the rational for legislation in the child care industry and explain the impact legislation has on child care centers with regard to staffing, ratios and long-term effects on children.

Learning Target	Descriptor	Definition
4	Proficient	I can describe the rational for legislation in the child care industry and explain the impact legislation has on child care centers with regard to staffing, ratios and long-term effects on children.
3	Developing	I can describe the rational for legislation in the child care industry and explain the impact legislation has on child care center staffing.
2	Basic	I can explain how legislation influences decision making in a child care center.



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Learning Target	Descriptor	Definition
1	Minimal	I can explain the need for legislation in a child care center.
0	No Evidence	No evidence shown.

1.4 I can compare and contrast the various types of child care programs, listing pros and cons to each as they relate to a "quality" child care facility.

Learning Target	Descriptor	Definition
4	Proficient	I can compare and contrast the various types of child care programs, listing pros and cons to each as they relate to a "quality" child care facility.
3	Developing	I can compare and contrast the various types of quality child care programs.
2	Basic	I can match types various types of quality child care programs with their descriptions.
1	Minimal	I can define what creates a quality child care program.
0	No Evidence	No evidence shown.

### 2. The Early Childhood Education Profession (14.29%)

#### Learning Targets

2.1 I can describe the personal qualities of an Early Childhood Education professional and illustrate how my own personality traits fit within the profession.

Learning Target	Descriptor	Definition
4	Proficient	I can describe the personal qualities of an Early Childhood Education professional and illustrate how my own personality traits fit within the profession.
3	Developing	I can describe the personal qualities needed of an Early Childhood Education professional and identify those traits that I possess.
2	Basic	I can describe the personal qualities needed of an Early Childhood Education professional and identify those traits that I possess. 2 Basic I can describe the personal qualities needed of an Early Childhood Education professional.
1	Minimal	I can list the personal qualities needed of an Early Childhood Education professional
0	No Evidence	No evidence shown.

2.2 I can differentiate between the job responsibilities and educational requirements of an assistant teacher, lead teacher, director and/or administrator within an early childhood program.

Learning Target	Descriptor	Definition
4	Proficient	I can differentiate between the job responsibilities and educational requirements of an assistant teacher, lead teacher, director and/or administrator within an early childhood program.



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Learning Target	Descriptor	Definition
3	Developing	I can differentiate between the job responsibilities of an assistant teacher, lead teacher, director and/or administrator within an early childhood program.
2	Basic	I can research and list the job responsibilities of an assistant teacher, lead teacher, director and/or administrator within an early childhood program.
1	Minimal	I can research the job responsibilities of an assistant teacher, lead teacher, director and/or administrator within an early childhood program.
0	No Evidence	No evidence shown.

### 2.3 I can diagram numerous educational pathways to variety of careers in Early Childhood Education.

Learning Target	Descriptor	Definition
4	Proficient	I can diagram numerous educational pathways to variety of careers in Early Childhood Education.
3	Developing	I can diagram an educational pathways to variety of careers in Early Childhood Education.
2	Basic	I can diagram the educational pathway to a career in Early Childhood Education.
1	Minimal	I can list careers in Early Childhood Education
0	No Evidence	No evidence shown.

### 3. Center Culture and Developmentally Appropriate Practice (14.29%)

#### Learning Targets

3.1 I can define anti-bias education and describe its relevance/importance in an Early Childhood Classroom as well as give examples of ways teachers can combat bias in the classroom.

Learning Target	Descriptor	Definition
4	Proficient	I can define anti-bias education and describe its relevance/importance in an Early Childhood Classroom as well as give examples of ways teachers can combat bias in the classroom.
3	Developing	I can define anti-bias education and describe its relevance/importance in an Early Childhood Classroom.
2	Basic	I can define and give examples of bias that can be present in the Early Childhood Classroom.
1	Minimal	I can define anti-bias education
0	No Evidence	No evidence shown.

3.2 I can describe the importance of an individual's cultural context in the classroom environment, give examples of behaviors children may exhibit based on the environment in which they are raised and suggest ways to embrace differences in a classroom.

Learning Target	Descriptor	Definition
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Learning Target	Descriptor	Definition
4	Proficient	I can describe the importance of an individual's cultural context in the classroom environment, give examples of behaviors children may exhibit based on the environment in which they are raised and suggest ways to embrace differences in a classroom.
3	Developing	I can describe the importance of an individual's cultural context in the classroom environment and give examples of behaviors children may exhibit based on the environment/culture in which they are raised.
2	Basic	I can describe the importance of an individual's cultural context in the classroom environment.
1	Minimal	I can define culture with regard to childcare.
0	No Evidence	No evidence shown.

### 3.3 I can select equipment for a variety of learning centers and identify factors that play a role in a creative, learning-focused child care center.

Learning Target	Descriptor	Definition
4	Proficient	I can select equipment for a variety of learning centers and identify factors that play a role in a creative, learning-focused child care center.
3	Developing	I can select equipment for an individual learning center and identify factors that play a role in a creative, learning-focused child care center.
2	Basic	I can select equipment for a learning-focused child care center.
1	Minimal	I can select equipment for a child care center.
0	No Evidence	No evidence shown.

### 3.4 I can create a center environment based on physical size and space requirements in different classroom areas and describe the importance of safety in planning the physical space of a child care center.

Learning Target	Descriptor	Definition
4	Proficient	I can create a center environment based on physical size and space requirements in different classroom areas and describe the importance of safety in planning the physical space of a child care center.
3	Developing	I can discuss room arrangement for different classroom areas and describe the importance of safety in planning the physical space of a child care
2	Basic	I can evaluate child care classrooms for high quality environments.
1	Minimal	I can list components that should be present in a child care center.
0	No Evidence	No evidence shown.



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### 4. Guiding Children (14.29%)

#### Learning Targets

#### 4.1 I can describe developmentally appropriate practices for each developmental stage.

Learning Target	Descriptor	Definition
4	Proficient	I can describe developmentally appropriate practices for each developmental stage.
3	Developing	I can identify developmentally appropriate practices for children for each developmental stage.
2	Basic	I can identify developmentally appropriate practices for children.
1	Minimal	I can define developmentally appropriate practice.
0	No Evidence	No evidence shown.

#### 4.2 I can describe all areas of development for infants, toddlers, pre-school and school age children

Learning Target	Descriptor	Definition
4	Proficient	I can describe all areas of development for infants, toddlers, pre-school and school age children
3	Developing	I can give an example of all areas of development for infants, toddlers, pre-school and school age children.
2	Basic	I can differentiate among physical, intellectual, social, emotional and moral development in children.
1	Minimal	I can define physical, intellectual, social, emotional and moral development.
0	No Evidence	No evidence shown.

#### 4.3 I can create appropriate behavioral limits for a child, based on developmentally appropriate practice, for a variety of activity areas in a child care center.

Learning Target	Descriptor	Definition
4	Proficient	I can create appropriate behavioral limits for a child, based on developmentally appropriate practice, for a variety of activity areas in a child care center.
3	Developing	I can create appropriate behavioral limits for a child, based on developmentally appropriate practice, for an activity area in a child care center.
2	Basic	I can determine appropriate behavioral limits for a child based on developmentally appropriate practice.
1	Minimal	I can list suggestions for setting limits for children.
0	No Evidence	No evidence shown.

### 5. Activities and Curriculum (14.26%)



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### Learning Targets

5.1 I can define key components of each curriculum models such as High Scope, Monessori, Reggio-Emilia, theme-based, eclectic and other models.

Learning Target	Descriptor	Definition
4	Proficient	I can define key components of each curriculum models such as High Scope, Monessori, Reggio-Emilia, theme-based, eclectic and other models.
3	Developing	I can define key components of several curriculum models such as High Scope, Monessori, Reggio-Emilia, theme-based, eclectic and other models.
2	Basic	I can differentiate between curriculum models such as High Scope, Monessori, Reggio-Emilia, theme-based, eclectic and other models.
1	Minimal	I can describe the benefits of following a curriculum model when educating children.
0	No Evidence	No evidence shown.

5.2 I can construct high quality, concise lesson plans with objectives, materials needed, developmental appropriateness and references for each curricular area in an Early Childhood Classroom.

Learning Target	Descriptor	Definition
4	Proficient	I can construct high quality, concise lesson plans with objectives, materials needed, developmental appropriateness and references for each curricular area in an Early Childhood Classroom.
3	Developing	I can construct lesson plans with objectives, materials needed, developmental appropriateness and references for each curricular area in an Early Childhood Classroom.
2	Basic	I can construct several lesson plans with objectives, materials needed, developmental appropriateness and references.
1	Minimal	I can construct a lesson plan with objectives, materials needed, developmental appropriateness and references.
0	No Evidence	No evidence shown.

5.3 I can plan, implement and evaluate one lesson plan for my classmates and in a child care facility.

Learning Target	Descriptor	Definition
4	Proficient	I can plan, implement and evaluate one lesson plan for my classmates and in a child care facility.
3	Developing	I can plan, implement and evaluate one lesson plan for my classmates.
2	Basic	I can plan and implement one lesson plan for my classmates.
1	Minimal	I can plan one lesson plan for my classmates.



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Learning Target	Descriptor	Definition
0	No Evidence	No evidence shown.

### 6. Health and Safety (14.29%)

#### Learning Targets

6.1 I can examine the WI licensing rules and regulations manual for health and safety and identify first aid, emergency, sanitary and routine care procedures.

Learning Target	Descriptor	Definition
4	Proficient	I can examine the WI licensing rules and regulations manual for health and safety and apply first aid, emergency, sanitary and routine care procedures.
3	Developing	I can examine the WI licensing rules and regulations manual for health and safety and describe first aid, emergency, sanitary and routine care procedures.
2	Basic	I can examine the WI licensing rules and regulations manual for health and safety and identify first aid, emergency, sanitary and routine care procedures.
1	Minimal	I can examine the WI licensing rules and regulations manual for health and safety.
0	No Evidence	No evidence shown.

6.2 I can illustrate and explain Shaken Baby and SIDS risk reduction strategies and obtain state SIDS and SBS training certification.

Learning Target	Descriptor	Definition
4	Proficient	I can illustrate and explain Shaken Baby and SIDS risk reduction strategies and obtain state SIDS and SBS training certification.
3	Developing	I can illustrate and explain Shaken Baby and SIDS risk reduction strategies.
2	Basic	I can explain Shaken Baby and SIDS risk reduction strategies.
1	Minimal	I can explain Shaken Baby and SIDS.
0	No Evidence	No evidence shown.

6.3 I can summarize nutritional requirements and plan meals and snacks that are modified for different ages, abilities or dietary needs.

Learning Target	Descriptor	Definition
4	Proficient	I can summarize nutritional requirements and plan meals and snacks that are modified for different ages, abilities or dietary needs.
3	Developing	I can summarize nutritional requirements and plan meals and snacks for children.
2	Basic	I can summarize nutritional requirements for meals and snacks for children.



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Learning Target	Descriptor	Definition
1	Minimal	I can identify nutritional requirements for meals and snacks for children.
0	No Evidence	No evidence shown.

### 7. Professional Development in ECE (14.29%)

#### Learning Targets

7.1 I can describe the NAEYC Code of Ethics and the core legal responsibilities of caring for children according to state licensing standards.

Learning Target	Descriptor	Definition
4	Proficient	I can describe the NAEYC Code of Ethics and the core legal responsibilities of caring for children according to state licensing standards.
3	Developing	I can describe the NAEYC Code of Ethics and core legal responsibilities of caring for children.
2	Basic	I can examine the state licensing standards for safety policies and describe the NAEYC Code of Ethics
1	Minimal	I can examine state licensing standards for safety policies.
0	No Evidence	No evidence shown.


7.2 I can identify other ECE career opportunities aside from teacher/administrator and recognize the importance of professional development as well as give examples of professional development opportunities in education.

Learning Target	Descriptor	Definition
4	Proficient	I can identify other ECE career opportunities aside from teacher/administrator and recognize the importance of professional development as well as give examples of professional development opportunities in education.
3	Developing	I can identify other ECE career opportunities aside from teacher/administrator and recognize the importance of professional development.
2	Basic	I can describe the importance of professional development.
1	Minimal	I can identify careers in Early Childhood Education.
0	No Evidence	No evidence shown.

7.3 I can create a neatly organized and executed employment portfolio for use with applying for internships and work-based learning opportunities in education and early childhood.

Learning Target	Descriptor	Definition
4	Proficient	I can create a neatly organized and executed employment portfolio for use with applying for internships and work-based learning opportunities in education and early childhood.



  
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Learning Target	Descriptor	Definition
3	Developing	I can create an employment portfolio for use with applying for internships and work-based learning opportunities in education and early childhood.
2	Basic	I can organize articles in a meaningful manner to be used in an employment portfolio.
1	Minimal	I can gather articles to be used in a portfolio.
0	No Evidence	No evidence shown.

Submitted on 2/8/2022 by Kristi Hause