Early Childhood Education Curriculum Framework

Nevada State Board of Education

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Vision

All Nevada students are equipped and feel empowered to attain their vision of success

Mission

To improve student achievement and educator effectiveness by ensuring opportunities, facilitating learning, and promoting excellence

Introduction

The Nevada Career and Technical Education (CTE) Curriculum Frameworks are a resource for Nevada's public schools 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.

This curriculum framework ensures the following:

- CTE course(s) 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 in-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.

- CTE course(s) and course sequence includes leadership and employability skills as an integral part of the curriculum.

- CTE course(s) and course sequence is part of a rigorous program of study and includes sufficient technical challenge to meet state and/or industry-standards.

Nevada Department of Education
Curriculum Framework for
Early Childhood Education

Program Information

Program Title:	**Early Childhood Education**
State Skill Standards:	**Early Childhood Education**
Standards Reference Code:	**ECE**
Career Cluster:	**Education and Training**
Career Pathway:	**Teaching and Training**
Program Length:	**2-year, completed sequentially**
Program Assessments:	**Early Childhood Education**
	Workplace Readiness Skills
CTSO:	**FCCLA**
Grade Level:	**9-12**
Industry Certifications:	**See Nevada's Approved Certification Listing**

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):
  - English Language Arts
  - Mathematics
  - Science
- 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. [1 and 2]

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[1] Career Clusters | Advance CTE. (2022). Retrieved 31 August 2022, from https://careertech.org/Career-Clusters

[2] The National Career Clusters® Framework. (2022). American Institutes for Research. Retrieved 31 August 2022, from https://www.air.org/sites/default/files/CTEClusters.pdf

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 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. Complete program sequences are essential for the successful delivery of all state standards in each program area. A program does not have to utilize the complementary courses for students to complete their program of study.

Early Childhood Education
Required Core Course Sequence (R) with Complementary Courses (C)

Required/ Complementary	Course Title	Abbreviated Name	CIP Code	SCED Subject Area	SCED Course Identifier	SCED Course Level	SCED Unit Credit	SCED Course Sequence	SCED Course Number
R	Early Childhood Education I	EARLY CHILD I	13.1210	19	153	G	1.00	12	19153G1.0012
R	Early Childhood Education II	EARLY CHILD II	13.1210	19	153	G	1.00	22	19153G1.0022
C	Early Childhood Education II LAB	EARLY CHILD II L	13.1210	19	153	E	1.00	22	19153E1.0022
C	Early Childhood Education Advanced Studies	EARLY CHILD AS	13.1210	19	153	E	1.00	11	19153E1.0011
C	CTE Work Experience – Education and Training	WORK EXPER EDUC	99.005	19	198	G	1.00	11	19198G1.0011
C	Industry Recognized Credential – Early Childhood Education	IRC EARLY CHILD	13.1210	19	199	E	1	11	19199E1.0011

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 (NAC 389.000 [1]).

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 (NAC 389.800 [1]).

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 (NAC 389.800 [3]).

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 in the Program Structure table as SCED Course Level "G" and SCED Course Sequence 22 or 33 (NAC 389.800 [1]).

End-of-Program Technical Assessment

An end-of-program technical assessment may be implemented for those programs with current industry validated standards 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 in the Program Structure table as SCED Course Level "G" and SCED Course Sequence 22 or 33 (NAC 389.800 [1]).

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, if available (NAC 389.800 [4]).

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) completion of a CTE course of study in a program area, (2) 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, if available, for the program of study, 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 (NAC 389.800 [3]).

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 Courses
Recommended Student Performance Standards

Course Information

Course Title:	**Early Childhood Education I**
Abbreviated Name:	**EARLY CHILD I**
Credits:	**1**
Prerequisite:	**None**
CTSO:	**FCCLA**

Course Description

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.

Technical Standards

CONTENT STANDARD 1.0:	**INTEGRATE CAREER AND TECHNICAL STUDENT ORGANIZATIONS (CTSOS)**
Performance Standard 1.1:	Explore the History and Organization of CTSOs
Performance Indicators:	1.1.1-1.1.3
Performance Standard 1.2:	Develop Leadership Skills
Performance Indicators:	1.2.1-1.2.6
Performance Standard 1.3:	Participate in Community Service
Performance Indicators:	1.3.1-1.3.3
Performance Standard 1.4:	Develop Professional and Career Skills
Performance Indicators:	1.4.1-1.4.5
Performance Standard 1.5:	Understand the Relevance of Career and Technical Education (CTE)
Performance Indicators:	1.5.1-1.5.3
CONTENT STANDARD 2.0:	**CAREER EXPLORATION AND PROFESSIONAL PRACTICES**
Performance Standard 2.1:	Explore Career Pathways
Performance Indicators:	2.1.1-2.1.4
Performance Standard 2.3:	Engage in Continuous, Collaborative Learning to Inform Practice
Performance Indicators:	2.3.3-2.3.4
Performance Standard 2.4:	Integrate Knowledge, Reflection, and Critical Analysis Regarding Early Education Practices
Performance Indicators:	2.4.1
Performance Standard 2.5:	Engage in Informed Advocacy for Children and the Profession
Performance Indicators:	2.5.1, 2.5.3-2.5.4
CONTENT STANDARD 3.0:	**EXAMINE THE DEVELOPMENTAL PERIOD OF EARLY CHILDHOOD FROM BIRTH THROUGH AGE EIGHT**
Performance Standard 3.1:	Describe the Characteristics and Needs of Young Children
Performance Indicators:	3.1.1-3.1.2, 3.1.4-3.1.5, 3.1.7-3.1.8

Performance Standard 3.3:	Create Healthy, Respectful, Culturally, and Linguistically Responsive, Supportive, and Challenging Learning Environments
Performance Indicators:	3.3.1
CONTENT STANDARD 4.0:	**EXPLORE WAYS TO PROMOTE FAMILY AND COMMUNITY RELATIONSHIPS**
Performance Standard 4.1:	Recognize Family and Community Characteristics
Performance Indicators:	4.1.1
Performance Standard 4.3:	Communicate the Role of Family and Community in Children's Development and Learning
Performance Indicators:	4.3.1
CONTENT STANDARD 6.0:	**EXPLORE TEACHING AND LEARNING PRACTICES**
Performance Standard 6.1:	Utilize Positive Relationships and Supportive Interactions as the Foundation for Working with Young Children
Performance Indicators:	6.1.1
Performance Standard 6.3:	Interpret Central Concepts, Inquiry Tools, and Structures of Content Areas or Academic Disciplines
Performance Indicators:	6.3.1-6.3.3
Performance Standard 6.4:	Integrate Resources to Design, Implement, and Evaluate Meaningful, Challenging Curriculum to Promote Positive Outcomes
Performance Indicators:	6.4.6
CONTENT STANDARD 7.0:	**DEMONSTRATE HEALTH, NUTRITION, AND SAFETY FOR THE LEARNING ENVIRONMENT**
Performance Standard 7.1:	Practice Sound Health Promotion and Nutrition Practices
Performance Indicators:	7.1.2-7.1.4
Performance Standard 7.2:	Implement a Broad Array of Safety Measures
Performance Indicators:	7.2.1-7.2.2, 7.2.4-7.2.6

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:	Language Standards
	Reading Standards for Literacy in Science and Technical Subjects
	Speaking and Listening Standards
	Writing Standards for Literacy in Science and Technical Subjects
Mathematics:	Mathematical Practices
Science:	Science and Engineering Practices

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

Course Information

Course Title:	Early Childhood Education II
Abbreviated Name:	EARLY CHILD II
Credits:	1
Prerequisite:	Early Childhood Education I
Program Assessments:	TBD
	Workplace Readiness Skills
CTSO:	FCCLA

Course Description

This course is a continuation of Early Childhood Education I. This course prepares early childhood education students to guide the development of young children in an educational setting. Course content includes child development, care, teaching, learning, and education issues. Project-based learning experiences include planning and implementing developmentally appropriate activities, health and safety practices, and legal requirements of teaching young children. Students will research the requirements of early childhood education and develop/expand their career portfolio. The appropriate use of technology and industry-standard equipment is an integral part of this course.

Technical Standards

CONTENT STANDARD 1.0:	**INTEGRATE CAREER AND TECHNICAL STUDENT ORGANIZATIONS (CTSOS)**
Performance Standard 1.1:	Explore the History and Organization of CTSOs
Performance Indicators:	1.1.1-1.1.3
Performance Standard 1.2:	Develop Leadership Skills
Performance Indicators:	1.2.1-1.2.6
Performance Standard 1.3:	Participate in Community Service
Performance Indicators:	1.3.1-1.3.3
Performance Standard 1.4:	Develop Professional and Career Skills
Performance Indicators:	1.4.1-1.4.5
Performance Standard 1.5:	Understand the Relevance of Career and Technical Education (CTE)
Performance Indicators:	1.5.1-1.5.3
CONTENT STANDARD 2.0:	**EXPLORE CAREERS AND PROFESSIONAL PRACTICES**
Performance Standard 2.2:	Investigate Professional Organizations Guidelines and Ethical Standards
Performance Indicators:	2.2.1-2.2.5
Performance Standard 2.3:	Engage in Continuous, Collaborative Learning to Inform Practice
Performance Indicators:	2.3.1-2.3.2
Performance Standard 2.4:	Integrate Knowledge, Reflection, and Critical Analysis Regarding Early Education Practices
Performance Indicators:	2.4.2-2.4.5
Performance Standard 2.5:	Engage in Informed Advocacy for Children and the Profession
Performance Indicators:	2.5.2
CONTENT STANDARD 3.0:	**EXAMINE THE DEVELOPMENTAL PERIOD OF EARLY CHILDHOOD FROM BIRTH THROUGH AGE EIGHT**
Performance Standard 3.1:	Describe the Characteristics and Needs of Young Children
Performance Indicators:	3.1.3, 3.1.6

Performance Standard 3.2:	Examine Multiple Influences on Development and Learning
Performance Indicators:	3.2.1-3.2.3
Performance Standard 3.3:	Create Healthy, Respectful, Culturally, and Linguistically Responsive, Supportive, and Challenging Learning Environments
Performance Indicators:	3.3.2-3.3.3

CONTENT STANDARD 4.0:   EXPLORE WAYS TO PROMOTE FAMILY AND COMMUNITY RELATIONSHIPS

Performance Standard 4.1:	Recognize Family and Community Characteristics
Performance Indicators:	4.1.2-4.1.4
Performance Standard 4.2:	Examine Partnerships with Families in Young Children's Development and Learning Through Respectful, Reciprocal Relationships and Engagement
Performance Indicators:	4.2.1-4.2.3
Performance Standard 4.3:	Communicate the Role of Family and Community in Children's Development and Learning
Performance Indicators:	4.3.2-4.3.3

CONTENT STANDARD 5.0:   RECOGNIZE THAT ASSESSMENTS ARE CONDUCTED TO MAKE INFORMED CHOICES ABOUT INSTRUCTION AND FOR PLANNING IN EARLY LEARNING SETTINGS

Performance Standard 5.1:	Evaluate the Goals, Benefits, and Uses of Assessment
Performance Indicators:	5.1.1-5.1.4
Performance Standard 5.2:	Support Partnerships with Families and Other Professionals
Performance Indicators:	5.2.1-5.2.3

CONTENT STANDARD 6.0:   EXPLORE TEACHING AND LEARNING PRACTICES

Performance Standard 6.1:	Utilize Positive Relationships and Supportive Interactions as the Foundation for Working with Young Children
Performance Indicators:	6.1.2
Performance Standard 6.2:	Formulate Effective Approaches, Strategies, and Tools for Early Education
Performance Indicators:	6.2.1-6.2.5
Performance Standard 6.3:	Interpret Central Concepts, Inquiry Tools, and Structures of Content Areas or Academic Disciplines
Performance Indicators:	6.3.4
Performance Standard 6.4:	Integrate Resources to Design, Implement, and Evaluate Meaningful, Challenging Curriculum to Promote Positive Outcomes
Performance Indicators:	6.4.1-6.4.5

CONTENT STANDARD 7.0:   DEMONSTRATE HEALTH, NUTRITION, AND SAFETY FOR THE LEARNING ENVIRONMENT

Performance Standard 7.1:	Practice Sound Health Promotion and Nutrition Practices
Performance Indicators:	7.1.1, 7.1.5-7.1.6
Performance Standard 7.2:	Implement a Broad Array of Safety Measures
Performance Indicators:	7.2.3

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:	Language Standards
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	Writing Standards for Literacy in Science and Technical Subjects
Mathematics:	Mathematical Practices
Science:	Science and Engineering Practices

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

Complementary Courses

Programs that utilize the complementary courses can include the following:

- Advanced Studies course
- Lab course(s)
- CTE Work Experience course
- Industry Recognized Credential course

Course Information

Course Title:	**Early Childhood Education Advanced Studies**
Abbreviated Name:	**EARLY CHILD AS**
Credits:	**1**
Prerequisite:	**Completion of Early Childhood Education Program of Study**
CTSO:	**FCCLA**

Course Description

This course is offered to students who have completed all content standards in a program and desire 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 completed all program content standards and will pursue advanced study through investigation and in-depth research.

Employability Skills for Career Readiness Standards

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

Sample Topics:

- Certification Preparation
- Internship/Entrepreneurship – Create a Business Plan Participation in a Professional Organization
- Portfolio Development
- Service Learning
- Participation in FCCLA

Course Information

Course Title: Early Childhood Education II LAB

Abbreviated Name: EARLY CHILD II L

Credits: 1

Prerequisite: Concurrent enrollment in Early Childhood Education II

CTSO: FCCLA

Course Description

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.

Course Information

Course Title: CTE Work Experience – Education and Training

Abbreviated Name: WORK EXPER EDUC

Credits: 1

Prerequisite: Level 1 course and concurrently enrolled in the Level 2 or higher course

CTSO: FCCLA

Course Description

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.

Course Information

     Course Title: Industry-Recognized Credential – Early Childhood Education

   Abbreviated Name: IRC EARLY CHILD

       Credits: 1

     Prerequisite: Completion of Early Childhood Education Program of Study

        CTSO: FCCLA

Course Description

This course is offered to students who have completed all content standards in a program of study and desire to pursue an Industry-Recognized Credential that aligns with the standards and skills associated with the Early Childhood Education Program of Study. This course is designed to expand the students' opportunities to pursue certification aligned with employment standards in the industry aligned with this program of study. The supervising teacher will provide instruction aligned with the certification requirements, monitor progress toward certification, and provide the students with appropriate testing or certification opportunities associated with the intended Industry-Recognized Credential that is the subject of the course. This course may be repeated for additional instruction and credit.

Course Information

Course Title: CTE Work Experience – Early Childhood Education

Abbreviated Name: WORK EXPER EDUC

Credits: 1

Prerequisite: Completion of Level 2 in the qualifying program of study

CTSO: FCCLA

Course Description

This course is designed to expand the students' opportunities for applied learning. This course provides an in-depth CTE work experience that applies the processes, concepts, and principles as described in the classroom instruction. This course will encourage students to explore and develop advanced skills through work-based learning directly related to the program of study. The course must follow NAC 389.562, 389.564, 389.566 regulations.