

# CTE

# Early Childhood Education I

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## Curriculum Map – Teacher Pages



## Chandler Unified School District #80

**CTE  
Early Childhood Education I**

**Curriculum Map / Teacher Pages  
Semester 1**

<u>Standard</u>	<u>Measurement Criteria</u>	<u>AZ Common Core Standards Integration (Literacy / Math)</u>	<u>Explanations, Examples, and Suggested Resources</u>
<p><b>1.0 ANALYZE THE CONTINUUM OF PHYSICAL AND SENSORY DEVELOPMENT OF YOUNG CHILDREN</b></p> <p><b>CDA Competency Goal II. To advance physical and intellectual competence</b></p> <p><b>Functional Area 4: <i>Physical</i></b></p>	<p>1.1 Analyze factors influencing prenatal development</p>	<p><b><i>Key Ideas and Details</i></b>  <b>9-10.RST.1</b> Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions.</p>	<p><b><u>Infants</u></b></p> <ul style="list-style-type: none"> <li>• <i>The Developing Child</i>, pages 105 – 111 &amp; 114 - 117 &amp; 123 - 143</li> </ul>
	<p>1.2 Explain the general progression of physical and sensory development in infants (birth to 12 months)</p>	<p><b><i>Key Ideas and Details</i></b>  <b>9-10.RST.3</b> Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text.</p>	<p><b><u>Infants</u></b></p> <ul style="list-style-type: none"> <li>• <i>The Developing Child</i>, pages 209 - 224</li> <li>• <i>The Developing Child</i>, Activities: Page 222, Observing &amp; Participating, Developmental milestones, Page 223, Enrichment: Personal milestones Page 223, Meeting Diverse Needs: Kinesthetic learners milestones activity Page 222, Chart Focus: Development Milestones</li> </ul>

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<p><b>1.0 ANALYZE THE CONTINUUM OF PHYSICAL AND SENSORY DEVELOPMENT OF YOUNG CHILDREN</b></p> <p><b>CDA Competency Goal II. To advance physical and intellectual competence</b></p> <p><b>Functional Area 4: <i>Physical</i></b></p>	<p>1.3 Design activities that promote the physical and sensory development in infants (birth to 12 months)</p>		<p><b><u>Infants</u></b></p> <ul style="list-style-type: none"> <li>• <i>The Developing Child</i>, pages 296-300 Page 307, Applying Your Learning, Making a Mobile</li> </ul>
	<p>1.4 Select equipment that promotes the physical and sensory development of infants (birth to 12 months)</p>		<p><b><u>Infants</u></b></p> <ul style="list-style-type: none"> <li>• Page 307, Applying Your Learning, Evaluating Toys</li> </ul>

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<p><b>2.0 SUPPORT THE CONTINUUM OF SOCIAL AND EMOTIONAL DEVELOPMENT IN YOUNG CHILDREN</b></p> <p><b>CDA Competency Goal III. To support social and emotional development and to provide positive guidance</b></p> <p><b>Functional Area 9: Social</b></p>	<p>2.1 Examine the importance of nurturance and attachment in children from birth to 8 years</p>	<p><b><i>Integration of Knowledge and Ideas</i></b>  <b>9-10.RST.7</b> Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words.</p>	<p><b><u>Infants</u></b></p> <ul style="list-style-type: none"> <li>• <i>The Developing Child</i>, pages 255 - 257</li> <li>• <i>The Developing Child</i>, page 257, The Developing Brain: Cortisol</li> <li>Page 257, Children Around the World</li> </ul>
	<p>2.2 Describe social and emotional development in infants (birth to 12 months)</p>	<p><b><i>Key Ideas and Details</i></b>  <b>9-10.RST.1</b> Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions.</p>	<p><b><u>Infants</u></b></p> <ul style="list-style-type: none"> <li>• <i>The Developing Child</i>, pages 253 – 277</li> <li>• <i>The Developing Child</i>, Activities: <ul style="list-style-type: none"> <li>Page 255, A Wall of Emotions</li> <li>Page 255, Critical Thinking: Analyzing Situations/Crying</li> <li>Page 254, Chart Focus: Emotional Scenarios</li> <li>Page 259, How to: Help a Baby Develop a Sense of Trust</li> <li>Page 268, Chart Focus: Social Development</li> </ul> </li> </ul>

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<p><b>3.0 ANALYZE THE CONTINUUM OF COGNITIVE DEVELOPMENT IN YOUNG CHILDREN</b></p> <p><b>CDA Competency Goal II. To advance physical and intellectual competence</b></p> <p><b>Functional Area 5: Cognitive</b></p>	<p>3.1 Examine cognitive development in infants (birth to 12 months)</p>	<p><b><i>Integration of Knowledge and Ideas</i></b>  <b>9-10.RST.7</b> Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words.</p>	<p><b><u>Infants</u></b></p> <ul style="list-style-type: none"> <li>• <i>The Developing Child</i>, pages 288 – 305</li> <li>• <i>The Developing Child</i>, Activities: Page 290, Chart Focus: cognitive milestones</li> <li>Page 294, Meeting Diverse Learners: Visual Learners/Mobiles</li> <li>Page 302 Parenting Q &amp; A: Reading to Infants</li> </ul>
	<p>3.5 Demonstrate knowledge of brain research and its application as it relates to child development from birth to 8 years</p>	<p><b><i>Integration of Knowledge and Ideas</i></b>  <b>9-10.RST.8</b> Assess the extent to which the reasoning and evidence in a text support the author’s claim or a recommendation for solving a scientific or technical problem.</p> <p><b><i>Range of Reading Level of Text Complexity</i></b>  <b>9-10.SL.4</b> Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.</p>	<p><b><u>Infants</u></b></p> <ul style="list-style-type: none"> <li>• <i>The Developing Child</i>, pages 279 - 287</li> <li>Page 280 Observing &amp; Participating: Brain Presentations</li> <li>Page 281 Enrichment: Model brains</li> <li>Page 286 How To: Play Activities</li> </ul>

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<p><b>1.0 ANALYZE THE CONTINUUM OF PHYSICAL AND SENSORY DEVELOPMENT OF YOUNG CHILDREN</b></p> <p><b>CDA Competency Goal II. To advance physical and intellectual competence</b></p> <p><b>Functional Area 4: <i>Physical</i></b></p>	<p>1.5 Explain the general progression of physical and sensory development in toddlers (12 months to 36 months)</p>	<p><b>Key Ideas and Details</b>  <b>9-10.RST.3</b> Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text.</p>	<p><b>Toddlers</b></p> <ul style="list-style-type: none"> <li>• <i>The Developing Child</i>, pages 311 - 319</li> <li>• <i>The Developing Child</i>, Activities: Page 315, Management Skills: Schedules of Activities</li> <li>Page 318, Children Around the World: Dexterity</li> </ul>
	<p>1.6 Design activities that promote the physical and sensory development in toddlers (12 months to 36 months)</p>		<p><b>Toddlers</b></p> <ul style="list-style-type: none"> <li>• <i>The Developing Child</i>, page 317</li> <li>Page 317, Learning Through Play, Changes in Play, Follow-up</li> </ul>
	<p>1.7 Select equipment that promotes the physical and sensory development of toddlers (12 months to 36 months)</p>		<p><b>Toddlers</b></p> <ul style="list-style-type: none"> <li>• <i>The Developing Child</i>, pages 397-399</li> <li>Page 341, Applying Your Learning, Appropriate Toys</li> <li>Page 405, Applying Your Learning, Learning At Home</li> </ul>

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<p><b>2.0 SUPPORT THE CONTINUUM OF SOCIAL AND EMOTIONAL DEVELOPMENT IN YOUNG CHILDREN</b></p> <p><b>CDA Competency Goal III. To support social and emotional development and to provide positive guidance</b></p> <p><b>Functional Area 9: <i>Social</i></b></p>	<p>2.3 Describe social and emotional development in toddlers (12 months to 36 months)</p>	<p><b><i>Key Ideas and Details</i></b>  <b>9-10.RST.1</b> Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions.</p>	<p><b><u>Toddlers</u></b></p> <ul style="list-style-type: none"> <li>• <i>The Developing Child</i>, pages 343 – 358</li> <li>• <i>The Developing Child</i>, Activities: <ul style="list-style-type: none"> <li>Page 345, Problem-solving Skills: Enlisting cooperation</li> <li>Page 347, Critical Thinking: Making Comparisons</li> <li>Page 352, Health &amp; Safety: Separation Anxiety</li> <li>Page 366, How to: Help Young Children Develop Social Skills</li> </ul> </li> </ul>

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<p><b>3.0 ANALYZE THE CONTINUUM OF COGNITIVE DEVELOPMENT IN YOUNG CHILDREN</b></p> <p><b>CDA Competency Goal II. To advance physical and intellectual competence</b></p> <p><b>Functional Area 5: Cognitive</b></p>	<p>3.2 Examine cognitive development in toddlers (12 months to 36 months)</p>	<p><b>Key Ideas and Details</b>  <b>9-10.RST.2</b> Determine the central ideas or conclusions of a text; trace the text's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text.</p> <p><b>Production and Distribution of Writing</b>  <b>9-10.WHST.4</b> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>	<p><b>Toddlers</b></p> <ul style="list-style-type: none"> <li>• <i>The Developing Child</i>, pages 392 -394 &amp; 399 – 402</li> <li><i>The Developing Child, Authentic Assessment, Activity #13: A Story About Growth and Development</i></li> <li><i>The Developing Child, Activities: Page 382, Writing Activity: Never Again</i></li> <li><i>Page 385, Parenting in Action: Memory Strategies</i></li> </ul>
<p><b>1.0 ANALYZE THE CONTINUUM OF PHYSICAL AND SENSORY DEVELOPMENT OF YOUNG CHILDREN</b></p> <p><b>CDA Competency Goal II. To advance physical and intellectual competence</b></p> <p><b>Functional Area 4: Physical</b></p>	<p>1.8 Explain the general progression of physical and sensory development in preschoolers (3 years to 5 years)</p>	<p><b>Key Ideas and Details</b>  <b>9-10.RST.3</b> Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text.</p>	<p><b>Preschool</b></p> <ul style="list-style-type: none"> <li>• <i>The Developing Child</i>, pages 409 – 414</li> </ul>



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<p><b>1.0 ANALYZE THE CONTINUUM OF PHYSICAL AND SENSORY DEVELOPMENT OF YOUNG CHILDREN</b></p> <p>CDA Competency Goal II. To advance physical and intellectual competence</p> <p>Functional Area 4: <i>Physical</i></p>	<p>1.9 Design activities that promote the physical and sensory development in preschoolers (3 years to 5 years)</p> <hr/> <p>1.10 Select equipment that promotes the physical and sensory development of preschoolers (3 years to 5 years)</p>	<p><b>Key Ideas and Details</b>  <b>9-10.RST.3</b> Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text.</p>	<p><b>Preschool</b></p> <ul style="list-style-type: none"> <li>• <i>The Developing Child</i>, page 411, Observing &amp; Participating: motor activities</li> </ul> <hr/> <p><b>Preschool</b></p> <ul style="list-style-type: none"> <li>• <i>The Developing Child</i>, page 414, Enrichment: Design a playground</li> </ul>
<p><b>2.0 SUPPORT THE CONTINUUM OF SOCIAL AND EMOTIONAL DEVELOPMENT IN YOUNG CHILDREN</b></p> <p>CDA Competency Goal III. To support social and emotional development and to provide positive guidance</p> <p>Functional Area 9: <i>Social</i></p>	<p>2.4 Describe social and emotional development in preschoolers (3 years to 5 years)</p>	<p><b>Key Ideas and Details</b>  <b>9-10.RST.1</b> Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions.</p>	<p><b>Preschool</b></p> <ul style="list-style-type: none"> <li>• <i>The Developing Child</i>, pages 429 – 449  Page 432, Health &amp; Safety: ADHD  Page 435, Science Activity: Stress  Page 436, Parenting in Action: Books on issues  Page 444, Social Studies Activity  Page 446, Math Activity: Flowcharts  Page 447, Teamwork: Manners Video</li> </ul>

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<p><b>3.0 ANALYZE THE CONTINUUM OF COGNITIVE DEVELOPMENT IN YOUNG CHILDREN</b></p> <p>CDA Competency Goal II. To advance physical and intellectual competence</p> <p>Functional Area 5: <i>Cognitive</i></p>	<p>3.3 Examine cognitive development in preschoolers (3 years to 5 years)</p>	<p><b>Key Ideas and Details</b>  <b>9-10.RST.2</b> Determine the central ideas or conclusions of a text; trace the text's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text.</p>	<p><b>Preschool</b></p> <ul style="list-style-type: none"> <li>• <i>The Developing Child</i>, pages 453 – 460</li> <li>Page 456, Social Studies: Multiple Intelligences</li> <li>Page 457, Science Activity: Piaget's Experiments</li> <li>Page 458, FACS leadership skills: social learning</li> </ul>
<p><b>8.0 PROMOTE OPPORTUNITIES TO STIMULATE CREATIVITY IN YOUNG CHILDREN</b></p> <p>CDA Competency Goal II. To advance physical and intellectual competence</p> <p>Functional Area 7: <i>Creative</i></p>	<p>8.1 Plan developmentally appropriate activities for visual art</p>	<p><b>Key Ideas and Details</b>  <b>9-10.RST.3</b> Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text.</p>	<p><b>Preschool</b>  <b>CREATIVE ART</b></p> <ul style="list-style-type: none"> <li>• <i>The Developing Child</i>, page 464-466</li> <li>Page 405, Making Connections, Art Page 465, Learning Through Play, Playing Grown-up</li> </ul>

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<b>8.0 PROMOTE OPPORTUNITIES TO STIMULATE CREATIVITY IN YOUNG CHILDREN</b>  <b>CDA Competency Goal II. To advance physical and intellectual competence</b>  <b>Functional Area 7: Creative</b>	8.2 Conduct creative movement and dramatic play using, music, rhythm, sound, language, space, and materials to promote creative expression	<b><i>Key Ideas and Details</i></b> <b>9-10.RST.3</b> Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text.	<ul style="list-style-type: none"> <li>• Page 465, Learning Through Play, Playing Grown-up</li> </ul>
	8.3 Evaluate creative expression	<b><i>Craft and Structure</i></b> <b>9-10.RST.5</b> Analyze the structure of the relationships among concepts in a text, including relationships among key terms (e.g., force, friction, reaction force, energy).	
	8.4 Differentiate between process art and product art		
<b>1.0 ANALYZE THE CONTINUUM OF PHYSICAL AND SENSORY DEVELOPMENT OF YOUNG CHILDREN</b>	1.11 Explain the general progression of physical and sensory development in school-age children (5 years to 8 years)	<b><i>Integration of Knowledge and Ideas</i></b> <b>9-10.RST.7</b> Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words.  <b><i>Key Ideas and Details</i></b> <b>9-10.RST.3</b> Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text.	<b><u>School Age</u></b>  <ul style="list-style-type: none"> <li>• <i>The Developing Child</i>, pages 477-490</li> <li>Page 478, Chart Focus</li> </ul>

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<b>1.0 ANALYZE THE CONTINUUM OF PHYSICAL AND SENSORY DEVELOPMENT OF YOUNG CHILDREN</b>	1.12 Design activities that promote the physical and sensory development in school-age children (5 years to 8 years)		<u>School Age</u>  Page 493, Applying Your Learning, Activity Planning Page 490, Reviewing Section 16-2, Enrichment
	1.13 Select equipment that promotes the physical and sensory development of school-age children (5 years to 8 years)		<u>School Age</u>  Page 493, Applying Your Learning, Activity Planning Page 490, Section 16-2 Review and Activities, Observing and Interacting
<b>2.0 SUPPORT THE CONTINUUM OF SOCIAL AND EMOTIONAL DEVELOPMENT IN YOUNG CHILDREN</b>	2.5 Describe social and emotional development in school-age children (5 years to 8 years)	<b><i>Key Ideas and Details</i></b> <b>9-10.RST.1</b> Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions.	<u>School Age</u>  <ul style="list-style-type: none"> <li>• <i>The Developing Child</i>, pages 495 – 517</li> </ul>

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<p><b>3.0 ANALYZE THE CONTINUUM OF COGNITIVE DEVELOPMENT IN YOUNG CHILDREN</b></p>	<p>3.4 Examine cognitive development in school-age children (5 years to 8 years)</p>	<p><b><i>Integration of Knowledge and Ideas</i></b>  <b>9-10.RST.7</b> Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words.</p> <p><b><i>Key Ideas and Details</i></b>  <b>9-10.RST.2</b> Determine the central ideas or conclusions of a text; trace the text's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text.</p>	<p><b><u>School Age</u></b></p> <ul style="list-style-type: none"> <li>• <i>The Developing Child</i>, pages 521 – 538 Page 524, Chart Focus Page 525, Science Activity</li> <li>• <i>The Developing Child</i>, Student Activity Manual, Adjusting to a Changing Body, page 136</li> </ul>

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<p><b>5.0 PRACTICE SAFE WORKPLACE PROCEDURES IN AN EARLY CHILDHOOD ENVIRONMENT</b></p> <p><b>CDA Competency Goal I. To establish and maintain a safe, healthy learning environment</b></p> <p><b>Functional Area 1: Safety</b></p>	<p>5.1 Explain the responsibilities of professionals to implement and maintain a safe early childhood work environment</p>	<p><b>Key Ideas and Details</b>  <b>9-10.RI.1</b> Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p>	<p><b>Safety</b></p> <ul style="list-style-type: none"> <li>• Supplemental Resource: Child Care Licensing Regulation Book</li> </ul>
	<p>5.2 Identify and wear appropriate clothing and shoes to ensure personal safety</p>		<ul style="list-style-type: none"> <li>• Supplemental Resource: Child Care Licensing Regulation Book</li> </ul>
	<p>5.3 Explain the importance of compliance with the Arizona Department of Health Services Child Care Licensing Regulations and the OSHA (Occupational Safety and Health Administration) standards</p>		<ul style="list-style-type: none"> <li>• Supplemental Resource: Child Care Licensing Regulation Book</li> </ul>
	<p>5.4 Demonstrate proper storage of equipment, medication, supplies, and hazardous material</p>		<ul style="list-style-type: none"> <li>• Supplemental Resource: Child Care Licensing Regulation Book</li> </ul>

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<b>5.0 PRACTICE SAFE WORKPLACE PROCEDURES IN AN EARLY CHILDHOOD ENVIRONMENT</b>  <b>CDA Competency Goal I. To establish and maintain a safe, healthy learning environment</b>  <b>Functional Area 1: Safety</b>	5.5 Implement a plan for emergency procedures	<b>Key Ideas and Details</b> <b>9-10.RI.1</b> Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	<b>Safety</b>  • Supplemental Resource: Child Care Licensing Regulation Book
	5.6 Demonstrate basic First Aid and CPR techniques	<b>Key Ideas and Details</b> <b>9-10.RST.3</b> Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text.	• <i>The Developing Child</i> , pages 585 – 594
	5.7 Exhibit basic health practices and prevention procedures regarding childhood illness and communicable diseases		• <i>The Developing Child</i> , pages 575 – 582
	5.8 Describe water, sun, and heat safety and precautions		• <i>The Developing Child</i> , page 337
	5.9 Identify possible safety hazards in and around the childcare setting		• <i>The Developing Child</i> , pages 643 – 644

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<p><b>5.0 PRACTICE SAFE WORKPLACE PROCEDURES IN AN EARLY CHILDHOOD ENVIRONMENT</b></p> <p><b>CDA Competency Goal I. To establish and maintain a safe, healthy learning environment</b></p> <p><b>Functional Area 1: Safety</b></p>	<p>5.10 Explain safe maintenance of toys, equipment, and materials</p>	<p><b>Key Ideas and Details</b>  <b>9-10.RST.3</b> Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text.</p>	<p><b>Safety</b></p> <ul style="list-style-type: none"> <li>• <i>The Developing Child</i>, pages 299 – 300 &amp; 335 – 338</li> </ul>
	<p>5.11 Clean and sanitize facility and equipment</p>		<ul style="list-style-type: none"> <li>• Supplemental Resource: Child Care Licensing Regulation Book</li> </ul>
	<p>5.12 Identify conditions and practices that promote safe food handling</p>		<ul style="list-style-type: none"> <li>• <i>The Developing Child</i>, page 644</li> <li>• <i>The Developing Child</i>, page 644, Science Activity, Food-Borne Illness</li> </ul>



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<p><b>6.0 ESTABLISH PRACTICES TO SUPPORT GOOD HEALTH AND NUTRITION IN YOUNG CHILDREN</b></p> <p><b>CDA Competency Goal II. To establish and maintain a safe, healthy learning environment</b></p> <p><b>Functional Area 2: Health</b></p>	6.1 Demonstrate proper hand washing procedures for adults and children	<p><b>Key Ideas and Details</b>  <b>9-10.RST.3</b> Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text.</p>	<p><b>Health and Nutrition</b></p> <ul style="list-style-type: none"> <li>• Supplemental Resource: Child Care Licensing Regulation Book</li> </ul>
	6.2 Explain the purpose of the food guide pyramid in identifying basic nutritional needs and the benefits of a balanced diet	<p><b>Craft and Structure</b>  <b>9-10.RST.4</b> Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9–10 texts and topics.</p>	<ul style="list-style-type: none"> <li>• <i>The Developing Child</i>, page 152 – 154</li> <li>• <i>The Developing Child</i>, page 324 – 327</li> <li>• <i>The Developing Child</i>, page 326, Science Activity – Food Diary</li> </ul>
	6.3 Explain the consequences of an unbalanced diet relating to childhood obesity and oral health	<p><b>Presentation of Knowledge and Ideas</b>  <b>9-10.SL.4</b> Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.</p>	<ul style="list-style-type: none"> <li>• <i>The Developing Child</i>, page 417 – 420</li> <li>• <i>The Developing Child</i>, page 417, Enrichment Activity, TV commercials</li> </ul>

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<b>6.0 ESTABLISH PRACTICES TO SUPPORT GOOD HEALTH AND NUTRITION IN YOUNG CHILDREN</b>  <b>CDA Competency Goal II. To establish and maintain a safe, healthy learning environment</b>  <b>Functional Area 2: Health</b>	6.4 Perform and document a daily health check	<b>Presentation of Knowledge and Ideas</b> <b>9-10.SL.4</b> Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.	<u>Health and Nutrition</u>  <ul style="list-style-type: none"> <li>• <i>The Developing Child</i>, page 643</li> </ul>
	6.5 Recognize indicators of physical abuse		<ul style="list-style-type: none"> <li>• <i>The Developing Child</i>, page 617 – 622</li> <li>• <i>The Developing Child</i>, page 417, Reading Activity, News Articles on Child Abuse</li> </ul>
	6.6 Complete injury and illness documentation		<ul style="list-style-type: none"> <li>• Supplemental Resource: Child Care Licensing Regulation Book</li> </ul>
	6.7 Plan nutritious food experiences that appropriately involve the participation of children		<ul style="list-style-type: none"> <li>• <i>The Developing Child</i>, page 415 – 417</li> <li>• <i>The Developing Child</i>, page 416, Parenting in Action, Kids in the Kitchen</li> </ul>
	6.8 Explain how meal times can be used as learning opportunities		<ul style="list-style-type: none"> <li>• <i>The Developing Child</i>, page 643</li> <li>• <i>The Developing Child</i>, page 643, Health &amp; Safety, Group teaching project</li> </ul>
	6.9 Recognize special dietary need 6.10 Identify foods that may cause choking in young children s of children		
	6.10 Identify foods that may cause choking in young children		<ul style="list-style-type: none"> <li>• <i>The Developing Child</i>, page 232</li> </ul>

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<b>13.0 DEMONSTRATE PROFESSIONALISM IN THE FIELD OF EARLY CHILDHOOD EDUCATION</b>	13.10 Identify reasons for observing young children	<b><i>Production and Distribution of Writing</i></b> <b>9-10.WHST.4</b> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	<b><u>Observation</u></b> <ul style="list-style-type: none"> <li>• <i>The Developing Child</i>, page 35</li> <li>• <i>The Developing Child</i>, page 41, Communication Skills Activity, Observation Purposes</li> <li>• <i>The Developing Child</i>, page 39, Teamwork Activity, Creating Developmental checklists</li> <li>• <i>The Developing Child</i>, page 36 – 40 &amp; 41 –42</li> <li>• <i>The Developing Child</i>, page 36, Writing Activity, Writing Observations</li> </ul>
	13.11 Analyze characteristics of quality anecdotal notes		
<b>10.0 PROVIDE GUIDANCE TO PROMOTE PROSOCIAL BEHAVIOR IN YOUNG CHILDREN</b>  <b>CDA Competency Goal III. To support social and emotional development and to provide positive guidance</b>  <b>Functional Area 8: <i>Self</i></b> <b>Functional Area10: <i>Guidance</i></b>	10.1 Encourage cooperation in play and learning activities that respects the rights and property of self and others	<b><i>Key Ideas and Details</i></b> <b>9-10.RST.2</b> Determine the central ideas or conclusions of a text; trace the text’s explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text.	<b><u>Guiding Behavior</u></b> <ul style="list-style-type: none"> <li>• <i>The Developing Child</i>, page 368 – 372</li> <li>• <i>The Developing Child</i>, page 373 - 374</li> </ul>

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<u>Standard</u>	<u>Measurement Criteria</u>	<u>AZ Common Core Standards Integration (Literacy / Math)</u>	<u>Explanations, Examples, and Suggested Resources</u>
<p><b>10.0 PROVIDE GUIDANCE TO PROMOTE PROSOCIAL BEHAVIOR IN YOUNG CHILDREN</b></p> <p><b>CDA Competency Goal III. To support social and emotional development and to provide positive guidance</b></p> <p><b>Functional Area 8: Self</b> <b>Functional Area 10: Guidance</b></p>	10.2 Demonstrate problem-solving and conflict resolution skills with children	<p><b>Key Ideas and Details</b> <b>9-10.RST.2</b> Determine the central ideas or conclusions of a text; trace the text's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text.</p>	<p><b>Guiding Behavior</b></p> <ul style="list-style-type: none"> <li>• <i>The Developing Child</i>, pages 441 – 442</li> <li>• <i>The Developing Child</i>, page 441 Activity: Fictional Conflict</li> </ul>
	10.3 Explain how transitions may affect a child's behavior		<ul style="list-style-type: none"> <li>• <i>The Developing Child</i>, page 323</li> <li>• <i>The Developing Child</i>, page 88, Activity: Giving Directions</li> </ul>
	10.4 Develop transition techniques to maximize learning		<ul style="list-style-type: none"> <li>• <i>Supplemental Activity: Create a transition song</i></li> </ul>
	10.5 Explain how changes in family issues may be reflected in a child's behavior		<ul style="list-style-type: none"> <li>• <i>The Developing Child</i>, pages 599 – 607</li> <li>• <i>The Developing Child</i>, page 602 Activity: Writing Activity-Letters to Parents</li> <li>• <i>The Developing Child</i>, page 603 Activity: How to Help a Child Cope with Divorce</li> </ul>
	10.6 Practice positive guidance techniques		<ul style="list-style-type: none"> <li>• <i>The Developing Child</i>, pages 88 – 98</li> <li>• <i>The Developing Child</i>, page 92, Activity: Enrichment – Parenting Pamphlets</li> <li>• <i>The Developing Child</i>, page 97 Activity: Reading Activity – Spanking Controversy</li> </ul>

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<p><b>7.0 ESTABLISH AND MAINTAIN AN ENVIRONMENT TO PROMOTE LEARNING AND DISCOVERY</b></p> <p><b>CDA Competency Goal I. To establish and maintain a safe, healthy learning environment</b></p> <p><b>Functional Area 3: Learning Environment</b></p>	<p>7.3 Design developmentally appropriate learning centers for infants (birth to 12 months) that include both indoor and outdoor environments</p>	<p><i>Production and Distribution of Writing</i>  <b>9-10.WHST.4</b> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>	<p><b><u>Designing Learning Centers</u></b></p> <ul style="list-style-type: none"> <li>• <i>The Developing Child</i>, page 639 – 648</li> </ul>
	<p>7.5 Design developmentally appropriate learning centers for preschoolers (3 years to 5 years) that include both indoor and outdoor environments</p>		<ul style="list-style-type: none"> <li>• <i>The Developing Child</i>, page 640, Writing Activity, Learning Center Lesson Plan</li> <li>• <i>The Developing Child</i>, page 641, Math Activity - Manipulatives</li> </ul>
	<p>7.7 Utilize developmentally appropriate materials and tools to support learning</p>		<p>Page 648, How to Choose Early Childhood Materials</p>
	<p>7.8 Evaluate appropriate use of technology and media resources to support learning</p>		<ul style="list-style-type: none"> <li>• Supplemental Activity, Classroom debate – technology in the classroom pros and cons</li> </ul>

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<p><b>12.0 DEMONSTRATE EFFECTIVE CLASSROOM MANAGEMENT PRACTICES</b></p> <p><b>CDA Competency Goal II. To advance physical and intellectual competence</b></p> <p><b>Functional Areas 4: <i>Physical</i></b></p> <p><b>5. Cognitive</b></p> <p><b>6. Communicative</b></p> <p><b>7. Creative</b></p>	<p>12.4 Plan developmentally appropriate activities for children (birth to 8 years) for Social and Emotional Development; Language and Literacy; Mathematics; Science; Social Studies; Physical-Development, Health, and Safety; and Fine Arts</p>	<p><b><i>Production and Distribution of Writing</i></b>  <b>9-10.WHST.4</b> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>	<p><b><u>Activity Plans - Professionalism</u></b></p> <ul style="list-style-type: none"> <li>• Supplemental resources, early childhood lesson planning idea books</li> </ul>
	<p>12.5 Conduct developmentally appropriate activities for children (birth to 8 years) for Social and Emotional Development; Language and Literacy; Mathematics; Science; Social Studies; Physical Development, Health, and Safety; and Fine Arts</p>	<p><b><i>Production and Distribution of Writing</i></b>  <b>9-10.WHST.6</b> Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.</p>	<ul style="list-style-type: none"> <li>• Supplemental resources, teacher observation/evaluation sheets</li> </ul>

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<u>Standard</u>	<u>Measurement Criteria</u>	<u>AZ Common Core Standards Integration (Literacy / Math)</u>	<u>Explanations, Examples, and Suggested Resources</u>
<p><b>12.0 DEMONSTRATE EFFECTIVE CLASSROOM MANAGEMENT PRACTICES</b></p> <p><b>CDA Competency Goal II. To advance physical and intellectual competence</b></p> <p><b>Functional Areas 4: <i>Physical</i></b></p> <p><b>5. Cognitive</b> <b>6. Communicative</b> <b>7. Creative</b></p>	<p>12.6 Evaluate developmentally appropriate activities for children (birth to 8 years) from Social and Emotional Development; Language and Literacy; Mathematics; Science; Social Studies; Physical Development, Health, and Safety; and Fine Arts</p>		<p><b><u>Activity Plans</u></b></p> <ul style="list-style-type: none"> <li>• Supplemental resources, student self-reflection sheet</li> </ul>
<p><b>13.0 DEMONSTRATE PROFESSIONALISM IN THE FIELD OF EARLY CHILDHOOD EDUCATION</b></p> <p><b>CDA Competency Goal VI. To maintain a commitment to professionalism</b></p> <p><b>Functional Area 13: <i>Professionalism</i></b></p>	<p>13.1 Demonstrate aptitude for working with children</p>		

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<u>Standard</u>	<u>Measurement Criteria</u>	<u>AZ Common Core Standards Integration (Literacy / Math)</u>	<u>Explanations, Examples, and Suggested Resources</u>
<b>13.0 DEMONSTRATE PROFESSIONALISM IN THE FIELD OF EARLY CHILDHOOD EDUCATION</b>  <b>CDA Competency Goal VI. To maintain a commitment to professionalism</b>  <b>Functional Area 13: Professionalism</b>	13.2 Demonstrate positive interpersonal behaviors with children, families, colleagues, and supervisors		<b><u>Activity Plans</u></b>
	13.3 Participate in a variety of work-based experiences, paid or unpaid		<ul style="list-style-type: none"> <li>• Supplemental resources, time-log of child care center intern work</li> </ul>
	13.7 Explain how the Arizona Early Learning Standards for preschoolers (3 years to 5 years) may be used to guide development of learning activities and opportunities	<b><i>Integration of Knowledge and Ideas</i></b> <b>9-10.RST.7</b> Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words.	<ul style="list-style-type: none"> <li>• Supplemental – AZ Early Learning Standards</li> <li>• Binder or online at <a href="http://www.ade.az.gov/standards/otherstandards.asp">http://www.ade.az.gov/standards/otherstandards.asp</a></li> </ul>