

Wisconsin Family and Consumer Sciences

Education and Early Childhood (EEC)

Students will integrate knowledge, skills, and practices required for careers in early childhood, education, and services. FCS.EEC.1

A Analyze career paths within early childhood, education, and related services. FCS.EEC.1.A

Beginning (b)

- 1 Identify different careers within education and early childhood. FCS.EEC.1.A.B.1
- 2 Identify career pathways and trajectories within education and early childhood. FCS.EEC.1.A.B.2
- 3 Discuss personal qualities that would contribute to success in the education and early childhood pathways. FCS.EEC.1.A.B.3
- 4 Identify societal, economic, and family trends that have impacted education and early childhood programs. FCS.EEC.1.A.B.4
- 5 Discuss the role of professional organizations in education and early childhood. FCS.EEC.1.A.B.5
- 6 Identify related knowledge and skills needed for employment. FCS.EEC.1.A.B.6

Intermediate (i)

- 1 Justify the need for different roles within education and early childhood. FCS.EEC.1.A.I.1
- 2 Describe how careers may change over the lifespan. FCS.EEC.1.A.I.2
- 3 List opportunities for expanding knowledge related to education and early childhood careers. FCS.EEC.1.A.I.3
- 4 Justify the need for education and early childhood programs. FCS.EEC.1.A.I.4
- 5 List professional organizations that support education and early childhood. FCS.EEC.1.A.I.5
- 6 Create a resume that highlights skills and experiences related to education and caregiving. FCS.EEC.1.A.I.6

Advanced (a)

- 1 Explain the roles and functions of individuals engaged in early childhood education and services. FCS.EEC.1.A.A.1
- 2 Analyze opportunities for employment, entrepreneurial endeavors, and emerging careers. FCS.EEC.1.A.A.2
- 3 Summarize education and training requirements and opportunities for career paths in early childhood, education, and services. FCS.EEC.1.A.A.3
- 4 Analyze the impact of early childhood, education, and services occupations on individual, family, local, state, national, and global economies. FCS.EEC.1.A.A.4
- 5 Analyze the role of professional organizations in education and early childhood. FCS.EEC.1.A.A.5
- 6 Create an employment portfolio to communicate education and early childhood knowledge and skills. FCS.EEC.1.A.A.6

B Analyze developmentally appropriate and culturally responsive practices to plan for early childhood, education, and services. FCS.EEC.1.B

Beginning (b)

- 1 Identify child development theorists. FCS.EEC.1.B.B.1
- 2 Explain the purpose of assessment in education and early childhood. FCS.EEC.1.B.B.2
- 3 Differentiate between objective and subjective assessment tools. FCS.EEC.1.B.B.3
- 4 Contrast developmental sequence and rate of development. FCS.EEC.1.B.B.4
- 5 Describe strategies that promote growth and development in children, youth, and adults. FCS.EEC.1.B.B.5

Intermediate (i)

- 1 Recognize elements of child development theory in current educational settings. FCS.EEC.1.B.I.1
- 2 Discuss factors that contribute to quality assessment in education and early childhood. FCS.EEC.1.B.I.2
- 3 Analyze data using an objective lens, and identify personal factors that may create bias. FCS.EEC.1.B.I.3
- 4 Identify differentiation strategies to accommodate learners of varying developmental stages. FCS.EEC.1.B.I.4
- 5 Use strategies that promote growth and development when working with children, youth, and adults. FCS.EEC.1.B.I.5

Advanced (a)

- 1 Analyze child development theories and their implications for educational and childcare practices. FCS.EEC.1.B.A.1
- 2 Explore assessment tools and methods to observe and interpret children's growth and development, and apply to assess growth and development across the lifespan. FCS.EEC.1.B.A.2
- 3 Analyze cultural and environmental influences when assessing development of children, youth, and adults. FCS.EEC.1.B.A.3
- 4 Address specific developmental needs of children, youth, and adults based on assessment of their abilities. FCS.EEC.1.B.A.4
- 5 Analyze strategies that promote growth and development of children, youth, and adults. FCS.EEC.1.B.A.5

C Demonstrate integration of curriculum and instruction to meet developmental needs and interests of children, youth, and adults, considering gender, ethnicity, geographical, cultural, and global influences. FCS.EEC.1.C

Beginning (b)

- 1 Identify and describe various curricular and instructional models. FCS.EEC.1.C.B.1
- 2 Describe differentiated instruction. FCS.EEC.1.C.B.2
- 3 Summarize various teaching methods used in educational environments. FCS.EEC.1.C.B.3
- 4 Summarize qualities of optimal learning environments. FCS.EEC.1.C.B.4
- 5 Identify effective strategies for learning activities, routines, and transitions. FCS.EEC.1.C.B.5

Intermediate (i)

- 1 Compare and contrast various curricular and instructional models. FCS.EEC.1.C.I.1
- 2 Develop learning activities using differentiated instruction. FCS.EEC.1.C.I.2
- 3 Construct educational plans that use a variety of teaching methods. FCS.EEC.1.C.I.3
- 4 Analyze various classroom environments to determine the opportunity for learners' exploration, discovery, development, and reflection. FCS.EEC.1.C.I.4
- 5 Justify the use of effective learning, routine, and transition strategies in educational settings. FCS.EEC.1.C.I.5

Advanced (a)

- 1 Analyze a variety of curricular and instructional models. FCS.EEC.1.C.A.1
- 2 Implement learning activities in all curriculum areas that meet the developmental needs of learners. FCS.EEC.1.C.A.2
- 3 Demonstrate a variety of teaching methods to meet individual needs of learners. FCS.EEC.1.C.A.3
- 4 Arrange the classroom environment to provide for learners' exploration, discovery, development, and reflection through multiple methods, including learning centers. FCS.EEC.1.C.A.4
- 5 Establish effective activities, routines, and transitions for various age groups. FCS.EEC.1.C.A.5

D Demonstrate a safe and healthy learning environment for children, youth, and adults. [FCS.EEC.1.D](#)

Beginning (b)

- 1 Describe risks to learner health and safety in educational environments. [FCS.EEC.1.D.B.1](#)
- 2 Investigate effective strategies to encourage learner health, safety, and sanitation habits. [FCS.EEC.1.D.B.2](#)
- 3 Identify the U.S. Department of Agriculture (USDA) nutrition standards. [FCS.EEC.1.D.B.3](#)
- 4 Summarize the various types and symptoms of abuse. [FCS.EEC.1.D.B.4](#)
- 5 Describe potential health and safety risks in various educational environments. [FCS.EEC.1.D.B.5](#)
- 6 Identify practices and procedures in educational settings that promote health and wellbeing of workers and learners. [FCS.EEC.1.D.B.6](#)
- 7 Describe potential safety and security risks in various educational settings. [FCS.EEC.1.D.B.7](#)

Intermediate (i)

- 1 Summarize health and safety practices in accordance with local, state, and federal regulations. [FCS.EEC.1.D.I.1](#)
- 2 Identify the developmental appropriateness of various health, safety, and sanitation concepts for learners of all ages. [FCS.EEC.1.D.I.2](#)
- 3 Describe the impact of USDA nutrition standards on education programs. [FCS.EEC.1.D.I.3](#)
- 4 Examine the role of education professionals in recognizing, documenting, and reporting suspected abuse and neglect. [FCS.EEC.1.D.I.4](#)
- 5 Identify the local, state, and federal guidelines that relate to maintaining learning environments. [FCS.EEC.1.D.I.5](#)
- 6 Describe the local, state, and federal guidelines that relate to health and injury prevention practices for workers and learners in educational environments. [FCS.EEC.1.D.I.6](#)
- 7 Analyze security and emergency procedures for various educational settings. [FCS.EEC.1.D.I.7](#)

Advanced (a)

- 1 Apply safe and healthy practices that comply with local, state, and federal regulations to assure learner safety. [FCS.EEC.1.D.A.1](#)
- 2 Implement strategies to teach health, safety, and sanitation habits. [FCS.EEC.1.D.A.2](#)
- 3 Plan safe and healthy meals and snacks that meet USDA nutrition standards. [FCS.EEC.1.D.A.3](#)

- 4 Document symptoms of abuse and neglect and the use of appropriate procedures to report suspected abuse or neglect to designated authorities. [FCS.EEC.1.D.A.4](#)
- 5 Manage physical space to maintain a learning environment that is safe and healthy and encourages physical activity. [FCS.EEC.1.D.A.5](#)
- 6 Implement basic health practices and prevention procedures for workers and learners regarding illness, communicable diseases, accidents, and trauma. [FCS.EEC.1.D.A.6](#)
- 7 Demonstrate security and emergency procedures for various educational settings. [FCS.EEC.1.D.A.7](#)

E Demonstrate skills for building and maintaining positive collaborative relationships with children, youth, and adults in their family and community environments, considering gender, ethnicity, geographical, cultural, and global influences. FCS.EEC.1.E

Beginning (b)

- 1 Examine caregiving routines and guidance strategies that are developmentally appropriate and culturally inclusive. FCS.EEC.1.E.B.1
- 2 Investigate problemsolving strategies and decision-making processes in various educational settings. FCS.EEC.1.E.B.2
- 3 Describe interpersonal skills that promote positive and productive relationships. FCS.EEC.1.E.B.3
- 4 Identify support and resources for children, youth, adults, and families within the community. FCS.EEC.1.E.B.4
- 5 List milestones in various areas of development. FCS.EEC.1.E.B.5

Intermediate (i)

- 1 Justify the use of caregiving routines and guidance strategies for learners of differing developmental levels and cultural backgrounds. FCS.EEC.1.E.I.1
- 2 Employ problem-solving strategies and decision-making processes in various educational situations. FCS.EEC.1.E.I.2
- 3 Evaluate interpersonal skills to improve in order to establish relationships with learners. FCS.EEC.1.E.I.3
- 4 Describe resources in the community and how these work to meet the needs of children, youth, adults, and families. FCS.EEC.1.E.I.4
- 5 Document learner progress toward developmental milestones in various developmental domains. FCS.EEC.1.E.I.5

Advanced (a)

- 1 Apply developmentally appropriate and culturally responsive guidelines for behavior. FCS.EEC.1.E.A.1
- 2 Demonstrate problemsolving and decisionmaking skills when working with children, youth, and adults. FCS.EEC.1.E.A.2
- 3 Demonstrate interpersonal skills that promote positive and productive relationships with learners. FCS.EEC.1.E.A.3
- 4 Implement strategies for constructive and supportive interactions between children, youth, and adults and their families and communities. FCS.EEC.1.E.A.4
- 5 Analyze learners' developmental progress, and summarize developmental issues and concerns. FCS.EEC.1.E.A.5

F Demonstrate professional practices and standards related to working with children, youth, and adults, including diverse populations. FCS.EEC.1.F

Beginning (b)

- 1 Describe the knowledge, skills, and dispositions most helpful for educational professionals. FCS.EEC.1.F.B.1
- 2 Defend the need for standards, policies, regulations, and laws for programs that serve children, youth, adults, and their families. FCS.EEC.1.F.B.2
- 3 Describe the need for ethical standards of professional practice in educational programs. FCS.EEC.1.F.B.3
- 4 Describe characteristics of highly effective education professionals. FCS.EEC.1.F.B.4
- 5 Describe opportunities for entrepreneurial endeavors in education services. FCS.EEC.1.F.B.5
- 6 Explain the role and purpose of advocacy relating to various child, youth, adult, and family topics. FCS.EEC.1.F.B.6

Intermediate (i)

- 1 Determine the local, state, and federal education and training requirements for the Education and Training industry. FCS.EEC.1.F.I.1
- 2 Identify the federal, state, and local entities that establish policies, regulations, and laws affecting programs for children, youth, adults, and their families. FCS.EEC.1.F.I.2
- 3 Use professional ethical standards as a basis for professional reflection and goal-setting. FCS.EEC.1.F.I.3
- 4 Compare and contrast personal characteristics and values to those of highly effective education professionals. FCS.EEC.1.F.I.4
- 5 Describe challenges and rewards of entrepreneurial and managerial roles in education services. FCS.EEC.1.F.I.5
- 6 Identify ways educators can advocate to influence policies, agencies, and institutions for the benefit of children, youth, adults, and their families. FCS.EEC.1.F.I.6

Advanced (a)

- 1 Explore opportunities for continuing training and education. FCS.EEC.1.F.A.1
- 2 Implement federal, state, and local standards, policies, regulations, and laws that affect programs for children, youth, adults, and their families. FCS.EEC.1.F.A.2
- 3 Apply professional ethical standards as accepted by recognized professional organizations. FCS.EEC.1.F.A.3
- 4 Summarize characteristics, values, and skills of highly effective education professionals. FCS.EEC.1.F.A.4

- 5 Examine entrepreneurial and management skills to planning businesses in early childhood, education, and services. [FCS.EEC.1.F.A.5](#)
- 6 Analyze how advocacy can influence policies, agencies, and institutions for the benefit of children, youth, adults, and their families. [FCS.EEC.1.F.A.6](#)